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ABSTRACT

The 1978-1986 Educational Master Plan for Northern Virginia Community College is divided into four major sections. The first covers the mission, history, development, formal organization, and program, operational, and educational impact goals of the college. The second section examines the demography and economy of the district service area; student characteristics; educational and support services (e.g., occupational-technical education, college transfer, general education, and community services); the relationship among the college, the student body, and the service area in terms of employment, continuing education, and public service activities; and personnel, facilities, and fiscal resources. The third section considers future college requirements expressed in terms of enrollment projections (changes in demographics, trends in employment, and projected college growth), projected campus missions, new or expanded education and support systems (e.g., degree and certificate offerings, extended learning institute, cooperative education, and student development services), and immediate and long range resource needs for personnel, facilities, and budget. The final section explores significant issues facing the college relative to projected campus size, establishment of campus service areas, control of course distribution by campus, and implementation of new or expanded degrees and certificates. (MB)

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the 1978-1986 educational master plan

NORTHERN VIRGINIA COMMUNITY COLLEGE

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October 1, 1978

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Foreword

Originally, Northern Virginia Community College possessed a Master Plan which was the result of the combined efforts of key college administrators and outside consultants. This early plan served to provide an overall direction for the College during its formative stage and did this exceptionally well. As with most master plans of community colleges in the late 1960s and 1970s, the document focused primarily on facility planning, including location of campuses, campus size and initial program concentrations at each campus.

More recently NVCC, like most other colleges, has moved into a new era of institutional development, whereby attention solely to facility planning has given way to a planning process which comprehends all elements of the institution. This process, ideally classified as an educational master planning process, includes the following systematic tasks: (1) establishing institutional mission; (2) setting goals and objectives; (3) assessing community needs such as interests of citizens and manpower requirements; (4) assessing institution s current status; (5) identifying programs which can be justified, approved and implemented; (6) calculating resource requirements; (7) determining how these resources can be allocated; (8) determining priorities and alternatives; and (9) conducting evaluation, both qualitative and quantitative.

With these specific tasks in mind, educational master planning can become comprehensive enough to include what the institution as a whole hopes to achieve in the areas of instruction, public service, academic support, student support and institutional support. In essence, the planning process now entails the coordination and integration of all aspects of planning — academic, personnel, financial and physical.

Another dimension of planning worthy of noting here concerns the relationship of planning to management. Without question, planning is a basic function of management. In both historical and current literature, planning is viewed as the first function of management, followed by organizing. Before an institution and its staff can become organized, planning as a functional component of the management process has to occur to predetermine a course of action.

At NVCC planning is becoming recognized as a major function of management. Illustrating the sincerity of the College to relate planning more closely to management, the educational master planning process just developed includes: (1) annual reviews and revisions of short-term plans, as provided by various management working calendars; (2) short-term and mid-term planning as provided in the annual Mission, Goals, and Objectives Statements; and (3) long range planning performed in a biennial cycle.

Through the new educational master planning process, the College can now systematize its forward-looking posture in terms of growth projections for the service area; enrollment projections for the College and for each campus; projected campus thrusts; and anticipated new and expanded educational programs and support services. From these requirements, immediate and long range resource needs in the personnel, facilities, budget and information system areas are described in more detail in Chapter III of this document. It is important to emphasize here that this plan was developed from a planning process which has been subsequently refined and is also described in Chapter III of this document.

The current planning process at NVCC began in Fall 1975 with the appointment of an Educational Master Planning Task Force by the President. The Task Force's first tasks were to develop mission and goals statements, then to develop one-year and multi-year institutional objectives. The Task Force next went on to complete an assessment of community needs based on the occupation and job demands both of the citizenry and of industries, businesses and governmental agencies located in the immediate service area of the College and in the larger Standard Metropolitan Statistical Area of Washington, D.C. Since a sufficient amount of current and relevant "on-the-shelf" manpower data was already available from various local, state and national agencies in the Washington area, it was decided not to conduct a community needs assessment to determine the interests of the citizenry at this particular time. Such a massive undertaking would have depleted staff resources and thus would have impeded development of the planning process in a reasonable time. A community needs assessment will be conducted, however, in the next biennium cycle of the educational master planning process.

The "on-the-shelf" manpower data was subsequently analyzed, summarized and incorporated as part of a four-volume Educational Master Planning Resource Document which the Office of Institutional Research has been delegated responsibility for maintaining and updating annually. This resource document is a compilation of statistical data and detailed analyses of individual datum components of the student body, educational and support services, resources and the relationship among the College,

Foreword *(continued)*

the student body and the service area. The obvious purpose of the resource document is to serve as the principal factual basis to both the planning process and the master plan.

The 1978-1983 Educational Master Plan contains a number of items which are of particular interest and value to the College: (1) a list of proposed new and expanded educational and support services through 1986, including degree and certificate offerings; (2) immediate and long range resource needs; (3) projected campus missions; (4) various significant issues which the College must address and resolve within the next few years, and of course; (5) a working calendar of the educational master planning process. The significant issues identified include: (1) projected campus size-optimum campus size; (2) campus service areas; (3) control of course distribution by campus; and (4) establishment and implementation procedures of curricula.

This first educational master plan, which has been developed in-house through a cyclical planning process, will continue to be improved in succeeding efforts. With an open, observable planning process now in place, the master plan can be systematically evaluated and revised to meet changing conditions and needs.

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Table of Contents

Chapter		Page
I.	INTRODUCTION	1
	MISSION	1
	HISTORY OF CAMPUS DEVELOPMENT	1
	Annandale	1
	Alexandria	2
	Loudoun	2
	Manassas	2
	Woodbridge	2
	Extended Learning Institute	2
	FORMAL ORGANIZATION	2
	Relationship to Virginia Community College System	3
	The Multi-Campus Structure	4
	GOALS	4
	Educational Program Goals	4
	Operational Goals	5
	Educational Impact Goals	5
II.	CURRENT DESCRIPTION OF THE SERVICE AREA AND THE COLLEGE	7
	PLANNING DISTRICT EIGHT	7
	Demography	7
	Race	7
	Sex	7
	Age	7
	Economy	7
	Employment	7
	Income	7
	Cost-of-Living	8
	Education	8
	STUDENT BODY	8
	Age	9
	Sex	9
	Race	9
	Citizenship	9
	Marital Status	9
	Residence	9
	Veterans' Status	9
	Income	9
	Trends in Student Characteristics	9
	Age	9
	Sex	10
	Race	10
	Marital Status	10
	Residence	10
	Veterans' Status	10
	Income	10
	Citizenship	10
	EDUCATIONAL AND SUPPORT SERVICES	10
	Educational Programs	10
	Occupational-Technical Education	10
	College Transfer Education	10
	Cooperative Education	10
	General Education	10
	Continuing Education	10
	Special Training Programs	10
	Developmental Studies	10
	Specialized Regional and Community Services	11
	Degrees and Disciplines	11
	Campus Characteristics	14
	Thrusts	14
	Programs	14
	Educational Support Services	15
	Cooperative Education Program	15
	Learning Resource System	16
	Student Development Services	17
	THE RELATIONSHIP AMONG THE COLLEGE, THE STUDENT BODY, AND THE SERVICE AREA	17
	Comparisons of Student Body with Population of Planning District Eight	17
	Race	17
	Age	18
	Sex	18
	Income	18
	Residence Patterns	19
	NVCC Students in the Employment Market	19
	The Educational Program and the Transfer Student	20
	The Educational Program and the Need for Basic Skills	20
	The Continuing Education Programs	20
	Public Service Activities	22
	RESOURCES	22
	Personnel	22
	Education	22
	Sex	22
	Race	22
	Age	22
	Salary Ranges	23
	Workload	23
	Facilities	23
	Alexandria Campus	24
	Current Permanent Facilities	24
	Current Rented Facilities	24
	Annandale Campus	24
	Current Permanent Facilities	24
	Current Rented Facilities	24
	Loudoun Campus	24

Table of Contents *(continued)*

Current Permanent Facilities 24
Current Rented Facilities 24
Manassas Campus 24
Current Permanent Facilities 24
Current Rented Facilities 24
Woodbridge Campus 24
Current Permanent Facilities 24
Current Rented Facilities 24
Additional Rented Space 24
Trends in NVCC Space Requests 24
Budget 25
Information 27

III. FUTURE COLLEGE REQUIREMENTS 29
EDUCATIONAL MASTER PLANNING PROCESS 29
ENROLLMENT PROJECTIONS 32
Projected Growth of Service Area 32
Changes by Race 32
Changes by Sex 32
Changes by Age 32
Trends in Employment 32
Employment by Occupation 34
Educational Level 35
Projected College Growth 35
Enrollment Projections by Campus 35
PROJECTED CAMPUS MISSIONS 38
Alexandria Campus Mission Statement 38
Annandale Campus Mission Statement 38
Loudoun Campus Mission Statement 38
Manassas Campus Mission Statement 38
Woodbridge Campus Mission Statement 39
Extended Learning Institute Mission Statement 39
NEW OR EXPANDED EDUCATION & SUPPORT SYSTEMS 39
Degree & Certificate Offerings 39
Extended Learning Institute 44
Continuing Education Services 44
Cooperative Education 44
Public Service Activities 44
Learning Resource Center Services 45
Student Development Services 45
IMMEDIATE AND LONG RANGE RESOURCE NEEDS 45
Personnel 45
Facilities 48
Budget 53
Information 53

IV. SIGNIFICANT ISSUES FACING NORTHERN VIRGINIA COMMUNITY COLLEGE 55
PROJECTED CAMPUS SIZE—OPTIMUM CAMPUS SIZE 55
ESTABLISHMENT OF CAMPUS SERVICE AREAS 56
Alexandria Campus 56
Annandale Campus 56
Loudoun Campus 56
Manassas Campus 56
Woodbridge Campus 58
CONTROL OF COURSE DISTRIBUTION BY CAMPUS 58
ESTABLISHMENT AND IMPLEMENTATION OF NEW OR EXPANDED DEGREES AND CERTIFICATES 58
CONCLUSION 63

Tables List

		Page
Table 1-1	Fall Headcount Enrollment	2
Table 2-1	Cost-of-Living Index for Eight Metropolitan Areas in Virginia	8
Table 2-2	Age Distribution of NVCC Student Body for Years 1974-1976	10
Table 2-3	Enrollment by Discipline, Fall 1976	11
Table 2-4	Collection of NVCC Instructional Materials in Campus LRCs and MPS, Fall 1977	16
Table 2-5	Growth in LRC Instructional Materials Collection and Students Served	16
Table 2-6	Minority Representation in Planning District Eight and NVCC Student Body by Jurisdiction, Fall 1976	17
Table 2-7	Minority Group Distribution of NVCC Student Body by Jurisdiction	18
Table 2-8	Composition by Sex of Planning District Eight and NVCC Student Body	18
Table 2-9	Comparative Distribution of Planning District Eight Population and NVCC Student Body by Jurisdiction, Fall 1976	19
Table 2-10	Type of Employment of NVCC Graduates with Full-Time Jobs	19
Table 2-11	Four-Year Institutions to which NVCC Graduates Most Frequently Transfer	20
Table 2-12	Five-Campus Enrollment in Non-Credit Course Offerings January to June, 1977	21
Table 2-13	Racial Composition of Faculty and Full-Time Classified Staff, Fall 1976	23
Table 2-14	Salary Range for Representative Classified Positions, Fall 1976	23
Table 2-15	State Capital Outlay Projects (As Approved by the Northern Virginia Community College Board)	25
Table 2-16	Personnel Service Categories	26
Table 2-17	Maintenance and Operating Budget Expenditures	26
Table 2-18	Median Percentage Expenditures	26
Table 2-19	Trends in Expenditures per Annual FTES	27
Table 3-1	College Enrollments: Actual and Projected in Comparison with Planning District Eight Population	35
Table 3-2	Campus Enrollments: Actual and Projected	36
Table 3-3	Proposed Degree and Certificate Offerings: Six Year Curriculum Plan	40
Table 3-4	Projected FTE Instruction Positions	46
Table 3-5	Projected Administrative Faculty FTE Positions	47
Table 3-6	Projected Classified FTE Positions	47
Table 3-7	Construction Phases by Campus	48
Table 3-8	Capital Outlay Projects	51
Table 3-9	Projected Budget Requirements	52
Table 4-1	Projected Parking Plan	55

Figure List

Page

Figure 1-1 Organizational Structure for the Virginia Community College System 3

Figure 2-1 College Approved Disciplines in Which Courses Were Offered Toward Degrees or Certificates, Fall 1976 11

Figure 2-2 College Approved Academic Programs by Campus, Fall 1976 12

Figure 2-3 One-Campus Program Assignments in Fall 1976 15

Figure 2-4 Student Development Services 17

Figure 2-5 Non-Curricular Student Classifications 21

Figure 3-1 Long Range Planning Cycle Working Calendar 29

Figure 3-2 Long Range Planning Cycle 31

Figure 3-3 1974 to 1985 Employment by Industry 33

Figure 3-4 Annual Average of Occupational Openings 34

Figure 4-1 Campus Service Areas 57

Figure 4-2 Preliminary Program Viability Assessment Form 60

Figure 4-3 Proposed Campus Location of Program Form 61

Chapter I. Introduction

The Educational Master Plan is to inform readers of the mission of Northern Virginia Community College, its history, current status, and its plan for the future. Readers who desire more statistical data or more detailed analysis of individual datum components are encouraged to review the Educational Master Planning Resource Document.

This Master Plan is an expression of the systematic planning process called for in the *College Mission, Goals and Objectives Statements of July 1976*. More crucial, however, is that this document depicts an institutional plan which should enable the College to fulfill its mission:

MISSION

Northern Virginia Community College functions within the total educational community, in those areas assigned to it, to assure that all individuals in the Northern Virginia area are given an opportunity for the continuing development and extension of their skills and knowledge. This is accomplished through programs and courses of instruction, not extending beyond the Associate Degree level and encompassing post secondary occupational-technical education, college transfer education, general education, developmental instruction, continuing education, and specialized regional and community service programs, complemented by a full program of student development services. Northern Virginia Community College seeks to carry out its mission using the most efficient and appropriate instructional methods and materials available, being as economical as possible, stressing educational excellence, and providing full accountability to its constituents.

HISTORY OF CAMPUS DEVELOPMENT

Under legislation enacted by the Virginia General Assembly, the College was established in 1964 as Northern Virginia Technical College, the first school in a state-wide technical college system. In 1966, when the General Assembly enacted legislation setting up the Virginia Community College System, the College was renamed Northern Virginia Community College.

The College opened for classes in Fall 1965, in a renovated warehouse at Bailey's Crossroads; initial enrollment was 761, served by a faculty and staff of 46. Robert W. McKee was the first President. Enrollment for the Fall Quarter 1966 jumped to 2,226 students — a 192.5% increase over Fall 1965.

In 1966 during President McKee's tenure, the College Board purchased 78 acres in Annandale as the first of five permanent campus sites. The first permanent building for the College was constructed at the Annandale Campus, which opened for students in 1967. Sites of approximately 100 acres each were purchased in 1967 for future campuses in Loudoun, Manassas and Woodbridge.

In September 1968 Dr. Richard J. Ernst became the second President of the College. Under Dr. Ernst's leadership the College has experienced rapid growth, manifested by expansion of facilities at the Annandale Campus and construction and opening of the Alexandria, Loudoun, Manassas and Woodbridge Campuses. The growth of the College is also evident in its student enrollment and its educational programs. College enrollment, for example, steadily increased to almost 10,000 in Fall Quarter 1970; in Fall Quarter 1973, NVCC became the largest institution of higher education in Virginia with 17,260 students. Fall enrollment for 1975 was 27,198 students, a figure which represented nearly 32% of the total enrollment in the Virginia Community College System, while Fall 1976 showed a slight enrollment decrease, 26,557. Fall 1977 set a new registration record with 29,735 credit students enrolled for classes at the College. In the twelve year history of the College, the percentage of the population represented by credit students has risen dramatically — to 2.5% in Fall 1977. These percentages do not include the citizens participating in the various community service courses. In 1975-76 more than 62,000 people participated in community service activities. Increases in faculty and staff and in the number of curricula paralleled the student growth. (See Chapter II for specific data.)

The multi-campus plan for the College evolved from 1965 to 1969. Almost from the start, both the size and the projected population density of the geographic region indicated a need for more than a single campus. As it became clear that population trends were substantially upward, the initial plan to develop four satellite centers in addition to one central campus evolved into a plan for five complete and permanent campuses. The concept of a single central campus was abandoned in 1969. In 1971 the Central Campus was designated Annandale Campus and the other campuses previously designated Eastern, Northern, Southern and Western became Alexandria, Loudoun, Woodbridge and Manassas, respectively.

Annandale

In early 1969 three more buildings were erected on the Annandale Campus, using local funds from

seven supporting jurisdictions in Northern Virginia matched by federal funds. (Construction funding is a State responsibility according to State Board for Community Colleges' regulations; the approval of a local bond referendum for this construction testifies to the dedication of Northern Virginians to the mission of community colleges.) One of these buildings, named in honor of former Governor Mills E. Godwin, houses administrative offices and the Learning Resource Center. The others are the food service building and a classroom building which includes offices for the Humanities and Business Divisions. In 1970 a TV/Technical Building was completed, again using only local funds; and in 1972 a nurse training building was completed, financed by the Federal Nurse Training Act and matching state and local funds.

Alexandria

In 1969 a 22.5 acre site was purchased for the Alexandria Campus, still located at the original but temporary site in a Bailey's Crossroads warehouse. Additional land, purchased in 1973, enlarged the site to 37.7 acres. Most campus programs moved to permanent facilities with the completion of Phase I construction in Spring 1973. Engineering programs, including automotive technology, remained in rented facilities at Bailey's Crossroads, and the art programs moved back to the warehouse in 1976.

Loudoun, Manassas, Woodbridge

In Fall 1972, Loudoun, Manassas and Woodbridge Campuses began offering courses using locally borrowed or rented facilities for temporary classrooms and offices. In 1972 the General Assembly approved funds for construction of Phase I of the Loudoun and Manassas Campuses; construction was completed in Fall 1974. Phase I for the Woodbridge Campus, started that same summer, was completed in Fall 1975.

By Fall 1975 the multi-campus plan for the College was a reality: at least Phase I of the master site plan for each campus was complete and in operation. Fall headcount enrollments in credit courses are shown in Table 1-1.

Extended Learning Institute

The Extended Learning Institute (ELI) offered its first courses in January 1975. The concept behind ELI is to offer students study opportunities that are time and space flexible. Thus the course offerings are designed to provide learning opportunities to those who may not be able to take advantage of the more traditional classroom-based courses. Students enrolled in ELI use television, printbase, and other programs that are chiefly self-instructional.

In Winter Quarter 1975 ELI offered six courses with a total enrollment of 700. In Fall 1977 ELI administered 28 courses or programs with 2,108 students enrolled.

FORMAL ORGANIZATION

Effective planning must consider two features of the Northern Virginia Community College organizational structure: the role of the College as a member of the Virginia Community College System and the multi-campus structure of the College itself.

Table 1-1

Fall Headcount Enrollment
(All Facilities)

Year	AL	AN	LO	MA	WO	College Total
1965						761
1966						2226
1967						3359
1968						5271
1969						7629
1970						9718
1971	4152	7895				12047
1972	4849	8588	140	134	263	13974
1973	5998	9813	318	362	768	17260
1974	7459	10306	1216	1211	1248	21439
1975	9319	10888	2413	2174	2404	27198
1976	8683	10710	2243	2014	2907	26557
1977	9942	11436	2755	2278	3324	29735

Relationship to Virginia Community College System

The State Board for Community Colleges is the governing body with overall responsibility for the establishment, administration, and supervision of all community colleges in Virginia. The State Board consists of fifteen members appointed by the Governor and confirmed by the General Assembly. Local boards, such as the Northern Virginia Community College Board, assist the State Board in carrying out its duties. The relationship of these boards in the organizational structure for community colleges in the Commonwealth of Virginia is depicted in Figure 1-1.

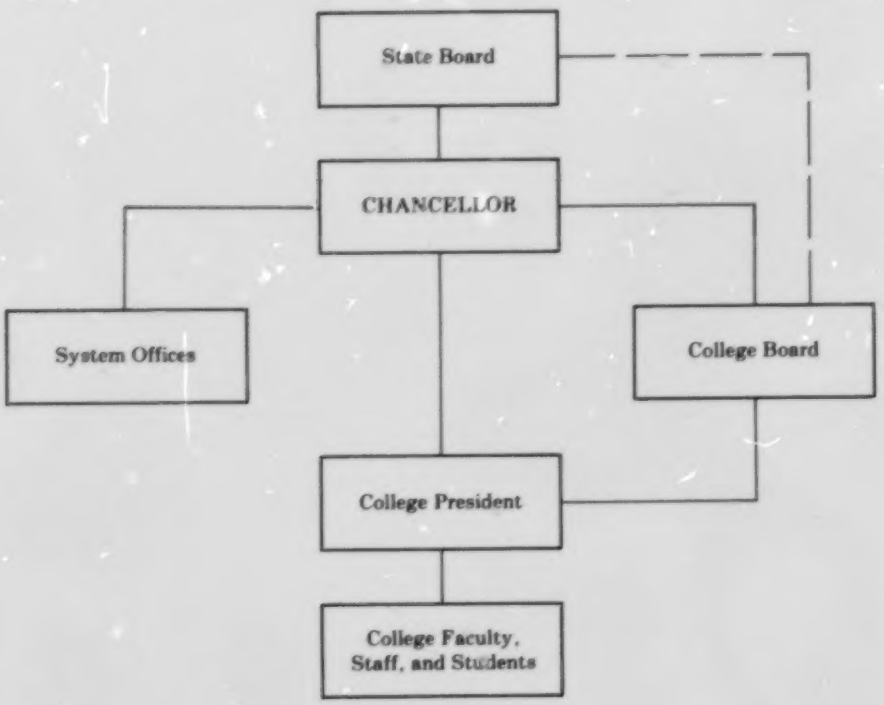
Under the authority of the State Board, the Offices of the Virginia Community College System are responsible for overall administration and supervision of the community college system in Virginia. The Chancellor, appointed by the State Board, is the chief executive officer of the system and serves as secretary of the State Board.

The NVCC Board acts in an advisory capacity to both the Chancellor and the State Board and performs duties delegated to it by the State Board. Among its specific duties, the College Board approves the local budgets; the addition of and/or changes in curricula; all proposed construction, site plans and campus educational specifications; and all master plans. The College Board approves local capital outlay funding for both local and State projects. The College Board is composed of one representative appointed by the governing body of each of the nine jurisdictions in Planning District Eight except for Fairfax County which has three representatives.[1]

The activities of the College also come under the supervision of the State Council of Higher Education for Virginia, which plays a prominent role in planning for higher education in Virginia. The State Council has the authority to approve enrollment projections; to approve curricula; to prioritize capital outlay requests; to issue guidelines for space utilization, faculty-student ratios, workloads, and

Organizational Structure for the Virginia Community College System

Figure 1-1



[1]The jurisdictions are the counties of Arlington, Fairfax, Loudoun and Prince William and the cities of Alexandria, Fairfax City, Falls Church, Manassas and Manassas Park.

class sizes (all of which impact directly on budget requests); and to gather information about curricula costs at individual colleges. Finally, the State Council of Higher Education reviews and makes recommendations to the Governor's Office on all proposed construction projects and rentals.

The Multi-Campus Structure

The chief administrator of Northern Virginia Community College is the College President. The President is assisted by the College Staff organized under the Dean of Financial and Administrative Services, the Dean for Instructional Services and the Dean for Student Services, who are responsible for coordinating services in their respective areas among the five campuses. The President reports to the Northern Virginia Community College Board on the matters within its purview and to the Chancellor.

Each campus is headed by a Provost, who serves in the dual capacity of Dean of Instruction and Chief Administrative Officer for the campus. The Provost is assisted in administration of the campus by the Dean of Student Development, the Director of the Learning Resource Center, the Director of Continuing Education, the Division Chairmen for the various academic areas, and the Business Manager. The Business Manager, however, reports directly to the Dean of Financial and Administrative Services.

There are two main College-wide advisory bodies to the President: the Administrative Council and the College Forum. The Administrative Council, the chief administrative advisory body, consists of the President and his immediate staff: Dean for Instructional Services, Dean for Student Services, Dean of Financial and Administrative Services, and the five Provosts. The Assistant to the President for Public Relations and the Director of the Extended Learning Institute also meet regularly with the Council.

The College Forum is the structure which allows representatives of all constituencies of the college community to participate in the governance of the College. Representatives of teaching faculty, administrative faculty, classified staff, and students are elected and appointed to the College Forum committees, senate and councils; in these various capacities they advise the President on matters of concern to the College.

At the campus level, the College Forum functions through the Campus Council, which advises the Provost in much the same manner as the College Senate and the College-wide Forum committees advise the President. In addition, each Provost has a staff whose function parallels that of the Administrative Council, and an extensive committee structure throughout the College insures that all members of the institution have an opportunity to contribute ideas and assist in governance.

The College Forum includes the Campus Council for each campus, a College Senate (members drawn from Councils) and three standing committees that deal with the broadest functions of the College: the Instructional Services Committee, the Personnel Services Committee and the Student Services Committee. These committees consist of administrative and teaching faculty, classified staff, and students from each campus, as well as the College Staff Dean in that area. Each standing committee may propose recommendations for approval to the Campus Councils or the College Senate. Approved recommendations are sent to the President for consideration.

Besides the College Forum standing committees, there are five other College-wide standing committees:

1. Affirmative Action Committee
   Sub-committee: College minority recruitment team
2. College Convocation Committee
3. Curriculum Committee
   Sub-committee: ABLE Exam Committee
   Sub-committee: Articulation Committee
   Sub-committee: Coordinating Committee for Updating Advanced Standing Program
4. Professional Development Committee
5. Student Financial Aid Committee

These committees are additional advisory units to the President and make recommendations to him. Their membership is drawn from the college staff of all campuses and from all levels of administrative and teaching faculty, classified staff and students as appropriate.

At the campus level, six standing committees are empowered to act and to make recommendations to the Provost:

1. Committee of Review
2. Community Services Committee
3. Health and Safety Committee
4. Learning Resources Committee
5. Student Publications Committee
6. Traffic Committee

These committees are comprised of a representative spectrum of faculty, staff and students from each campus.

Finally, the College, the campuses, and the divisions may create ad hoc committees and/or task forces to meet special needs or problems needing immediate, albeit short-term, attention.

GOALS

Educational Program Goals

The 1976 mission statement was amplified by the educational program and operational goals es-

tablished by the Long Range Educational Master Planning Task Force in the *1976 Mission, Goals, and Objectives Statements* document:

> The general educational program goal of Northern Virginia Community College is to meet the educational and training needs of the individuals of the Northern Virginia area in an effective and efficient manner. The College will provide educational services to all individuals of the Northern Virginia area without regard to race, sex, national origin, religious preference, marital status, age, or any other characteristic not directly related to the program. Those who enter the educational program shall be assured an opportunity to achieve a level of competency commensurate with an individual's potential. To meet this overall goal, the College will provide:
>
> I.A Curricula and courses designed to to meet the educational needs of those individuals who desire careers as technicians, para-professionals or skilled personnel in industry, business, professions and government.
>
> I.B. Curricula and courses to meet the educational needs of those individuals preparing for transfer to baccalaureate degree programs, particularly those individuals preparing for transfer as upper division students.
>
> I.C. Curricula and courses designed to prepare individuals for entry-level courses or programs of the College.
>
> I.D. Credit and non-credit courses designed to provide educational opportunities for individuals who wish to continue their learning experiences apart from formal degrees or certificate programs.
>
> I.E. Services to the community which offer cultural, educational and vocational opportunities not satisfied by other programs or courses of the College.

Operational Goals

The Long Range Educational Master Planning Task Force stated these operational goals:

> The general operational goal of Northern Virginia Community College is to provide the necessary organization and resources to achieve its educational program goals effectively and efficiently. Management and operation of the College are carried out through the implementation of clearly stated goals and objectives in the areas of academic services, institutional services, governance and communication, student services and community/public services.
>
> III.A Academic Services . . . The College is to provide instructional resources and program articulation of a quality which will achieve the educational program goals of the College.
>
> III.B Institutional Services . . . The College is to provide management; quality administrators, faculty and staff; adequate facilities; responsible fiscal operations; and a progressive program of research, planning and development, in order to implement the educational program goals of the College.
>
> III.C Governance and Communication . . . The College is to provide a governance and communication structure which will support the college personnel and the educational program goals.
>
> III.D Student Development Services . . . The College is to provide open admissions and accessibility to the College, counseling services, programs of financial aid and job placement, health services, and student activities which will support students in their professional or college pursuit.
>
> III.E Community/Public Service . . . The College is to serve as an interacting public agency within the community and will fill this role through a variety of programs.

Educational Impact Goals

Although not included in the original *1976 Mission, Goals and Objectives Statements* document, two educational impact goals are as follows:

The educational impact of the College must first be directed at the citizens of Planning District Eight. A broad community-based educational program bringing College curricula to many locations beyond the five campuses is to be implemented. Further, each campus takes responsibility for increasing the degree of positive interaction between the campus and its service area.

The educational impact of the College on its students shall be assessed through the study of students' perceptions about the adequacy of their preparation for transfer to a four-year college, for entrance into the job market, and for increased effectiveness in jobs, and about the impact of the College on their lives.

The impact of the educational program is discussed in Chapter II, which describes the interface between College curricula and the planning district. Educational impact on career fields is discussed in Chapter III about new curricula offerings.

Information about the history, the organizational structure and the goals of the College provides a basis for understanding its relationship to and its interface with Planning District Eight, the community it serves.

Chapter II. Current Description of the Service Area and the College

This chapter presents an analysis of the College service area, Planning District Eight and a profile of the students. It describes the campus thrusts, the Extended Learning Institute and the educational and support services of the College and gives a profile of the educational curricula and programs, both credit and non-credit. In this chapter, not only the relationship between the College and the service area, but also the educational impact of the College on its students and on the citizens of Planning District Eight can be seen.

PLANNING DISTRICT EIGHT

The service area of Northern Virginia Community College is that of Planning District Eight, the nine legal jurisdictions of Northern Virginia. Three main factors will be considered in describing the service area: demography, economy and educational level.

Demography

According to projections of the Virginia Department of Planning and Budget, the most populous jurisdiction of Planning District Eight and the largest in geographic area is Fairfax County with 553,316 residents in 1976, an increase of 21.6% from 1970. The most rapidly growing area, however, was Prince William County, which increased by 27.0% between 1970 and 1976 to a population of 141,101. In contrast, the county of Arlington and the cities of Alexandria, Fairfax and Falls Church recorded losses in population between 1970 and 1976 of 10.0%, 8.9%, 2.8% and 7.2%, respectively.

Race. In July 1976 the population of Planning District Eight was 93.6% white and 6.4% non-white. Three jurisdictions had non-white population percentages greater than that for the total district: 16.7% of Alexandria City, 11.0% of Loudoun County and 8.6% of Arlington County residents were non-white. Fairfax City had the smallest percentage of non-white residents, 1.7%.

Sex. The Planning District Eight population as of July 1976 had slightly fewer males (48.6%) than females (51.4%). Only in Prince William County did men represent more than half (50.5%) of the population.

Age. Persons 34 and under represented 63.5% of the total population; in July 1976 persons 35 and over represented 36.5%. The median was in the 25-29 age group. The age group that grew most in population between 1970 and 1976 was 65-69, which increased by 40.5%; the next highest growth was in the 30-34 age group, which increased 30.9%. The age groups 5-9, 10-14 and 45-49 all decreased in population during this period; but the 0-4 age group showed a very slight increase: 2.9%.

The jurisdiction with the youngest population was Prince William County, where persons 34 and under made up 72.9% of the population. The jurisdictions with the oldest populations were Falls Church and Arlington, where 48.0% and 44.0% of the population, respectively, were 35 and older.

Economy

Employment. A total of 359,115 Planning District Eight residents were employed in 1970. Services (with 102, 162 employees) and Government (with 101,160 employees) were the two largest employment sectors, each employing almost a third of all employed residents. Within services, the largest percentage of residents (22,161 or 21.7% of sector) were employed in elementary and secondary schools. Within the government sector, federal public administration jobs accounted for the most employees (87,243 or 85.4% of sector).

Within the other sectors, wholesale and retail trade employed 16.2% of all employed residents (58,313 individuals); transportation, communication and public utilities, 7.1% (25,350); manufacturing enterprises, 6.4% (23,085); and natural resources, 1.1% (3,964).

Income. There are three basic ways to evaluate income: as per capita personal income, as median family income, or as mean income of all persons filing tax returns. In all three ways Planning District Eight ranks as one of the wealthiest in Virginia.

Per capita personal income is determined by dividing the total dollar income by the total population of a given area. According to the U.S. Department of Commerce *Survey of Current Business* (April 1977), Virginia's top five legal jurisdictions in per capita personal income were in Northern Virginia as of 1975. The City of Falls Church ranked first, with $14,548; Arlington County, second, with $10,238; Alexandria, third, with $8,665; Fairfax City, fourth, with $8,414; and Fairfax County, fifth, with $8,114. Loudoun County was 18th in the state, with a per capita personal income of $5,994; and Prince William County was 28th with $5,745.

According to a study by John Knapp of Tayloe Murphy Institute of the University of Virginia, the median family income for Planning District Eight

was approximately $22,723 in 1975. Fairfax County had the highest estimated median family income for any geographic area in the state at $25,601. Arlington County had $23,389; Falls Church $21,855; Fairfax City $20,452; Prince William County $19,271; and Loudoun County $18,623. The City of Alexandria had a median family income of $17,152. The median family income for the state was estimated at $13,454.

The figures for adjusted gross income on all returns measure income as reported on state or federal income tax returns. In 1974, Fairfax County had the highest *mean* for any locality in Virginia, $16,895; Fairfax City ranked third with $15,173; Arlington County, fifth, $14,750; Loudoun County, sixth, $14,518; Falls Church, eighth, $14,180; Prince William, ninth, $14,093; and Alexandria, twelfth, $13,541.

Cost-of-living. Meaningful analysis of income must also consider cost-of-living factors; the cost-of-living index in Northern Virginia far exceeds that of any other part of the state. The relative total price level indices for the other metropolitan areas in Virginia given in Table 2-1 show that the average cost-of-living in Northern Virginia (118) was 18% higher than the average cost-of-living (100) in other metropolitan areas.

In six of the seven categories comprising the total indices — housing, apparel, personal care, transportation, recreation, medical care and food, Northern Virginia had the highest relative price level. The area was especially high in housing costs and moderately high in medical care and personal care. The lowest category, transportation, was still above the average.

Education

In 1975 Planning District Eight residents over 25 years old had a median level of education of 13.6 years, indicating that over half of these residents had some college experience. In fact, 82.3% of residents 25 and over were high school graduates and 33.8% were college graduates. For some census tracts in Fairfax County, the median level of education was over 16.0 years, an indication that over half the residents, 25 and over, of that area had completed four years of college; the figure for the county as a whole was 12.9 years.

STUDENT BODY

In Fall 1976 the major College enrollment factors affecting planning were as follows:

Total student headcount was 26,557. Annandale Campus enrolled 10,710 students; Alexandria enrolled 8,683; Woodbridge, 2,907; Loudoun, 2,243; and Manassas, 2,014.

Part-time students outnumbered full-time students 18,750 to 7,807. An average full-time student took 14.8 credit hours; an average part-time student, 5.2 credit hours. Full-time students accounted for 115,509 credit hours and part-time students for 97,899. This results in a .54 ratio of full-time equivalent students to the actual number of different students enrolled. Among the campuses, Annandale had a notably large percentage of full-time students (36.4%) and Woodbridge had a notably large percentage of part-time students (79.2%).

Table 2-1

Cost-of-Living Index for Eight Metropolitan Areas in Virginia

	Housing	Apparel	Personal Care	Transportation	Recreation	Medical Care	Food	Average Cost-of-Living Index
Charlottesville	101	98	105	99	107	94	104	101
Lynchburg	89	102	89	94	97	88	101	94
Newport News-Hampton	90	97	107	100	102	92	97	95
Norfolk-Va. Beach-Portsmouth	105	95	103	101	96	101	98	101
Northern Virginia	135	112	117	102	109	122	107	118
Petersburg-Colonial Heights-Hopewell	89	93	90	100	95	102	94	93
Richmond	102	108	103	107	99	105	102	103
Roanoke	89	96	87	95	94	96	97	93

Of the four major classifications of students (college transfer, occupational-technical, developmental and unclassified), by far the largest number (17,565 or 66.1%) were unclassified. Occupational-technical curricula enrolled 4,616 students; college transfer programs, 3,103 students; and developmental studies, 1,273 students. The percentages among the five campuses were relatively similar.

Although the greatest number of students (11,163) continued to enroll in day classes only, many students enrolled in both day and night classes.

The majority (60.2%) of the students in Fall 1976 were returning students; 31.2% were first-time students; 3.1% were re-admitted students; and 5.6% were transfers.

The following section will present separate profiles in the various categories without attempting a composite profile, which would tend to distort the broad differences among NVCC students.

Age

Age is analyzed in terms of both numerical averages and age groupings. These analyses indicate that the Annandale Campus serves a slightly younger student body than the other campuses, and the Woodbridge Campus, a slightly older student body.

In Fall 1976 the median age of NVCC students was 25 years; the modal age was 19 years; and the mean was 27½ years. The median is probably the most accurate figure to use because of the limitation on the lower end of the age distribution at NVCC, where few students are 17 or younger and none are less than 14. The percentage of students in specific age groups is as follows: students 17 and under, 1.3%; students 18-21, 32.2%; 22-24, 15.1%; 25-34, 32.8%; 35-44, 11.6%; 45-59, 6.3%; and 60 and over 0.7%.

Sex

In Fall 1976 the College student body was 47.7% male and 52.3% female, but this proportion varied considerably among the campuses. Women outnumbered men in about the same percentage at Annandale (51.4%) and Alexandria (55.2%) but were a more substantial proportion at Loudoun (60.4%). On the other hand, men made up the larger proportion of the Manassas (55.2%) and Woodbridge (53.9%) student bodies.

Race

The racial composition of the student body in Fall 1976 was 86.7% white and 11.6% minorities (1.7% checked "other" on College application). Breaking out the minority subtotal, 7.3% of the student body were Black; 2.6%, Oriental; 1.5% Hispanic; and 0.2%, American Indian. Alexandria Campus had the largest percentage of minority students (18.6%); Woodbridge was second with 12.2%. The Annandale Campus student body had 8.1% minority students; Manassas, 6.3%; and Loudoun 5.5%.

Citizenship

The large majority (93.6%) of students in Fall 1976 were United States citizens, but the Alexandria and Annandale Campuses had notably high percentages of foreign students (9.8% and 6.3%, respectively).

Marital Status

In Fall 1976 the majority (55.3%) of NVCC students were single; 40.2% were married; and 4.5% were "other."

Residence

Residents of Fairfax County (40.9%) made up the greatest percentage of students at the College in Fall 1976. The next greatest percentages came from Arlington (12.3%), Prince William (11.9%), Alexandria (11.6%) and outside Virginia, Maryland and Washington, D.C. (9.4%). Only 3.8% of the students lived in Loudoun County, slightly more than the 3.4% who lived in other (non-Northern) areas of Virginia. Fairfax City, Falls Church, Manassas, Washington, D.C. and Maryland each accounted for about one percent of the student body.

Veterans' Status

In Fall 1976, 13.8% of all College students were veterans receiving benefits; 4.0% were active military personnel; and 2.6% were veterans without educational benefits.

Income

Information has been collected about student income annually since 1973-74 from the Student Data Form, which is part of the Application for Admission. Students are asked to record previous year's income as reported on federal income tax returns; parental income is requested when parents claimed student as dependent.

Students reported a median personal income from 1975-76 of $14,454 and a median parental income of $18,602.

Trends in Student Characteristics

Trends in the following eight characteristics of NVCC students are evident: age, sex, race, marital status, residence, veterans' status, income and citizenship.

Age. Between 1974 and 1976, the modal age held constant at 19; the median age rose from 24 in 1974 to 25 in 1975 and 1976; the mean age rose from 26.8 in 1974 to approximately 27.5 in 1975 and 1976.

A comparative age distribution of the student body for 1974-1976 is displayed in Table 2-2.

Table 2-2

Age Distribution of NVCC Student Body for Years 1974-1976

	1974	1975	1976
17 & under	1.2	1.2	1.3
18 - 21	33.7	30.4	32.2
22 - 24	16.1	15.2	15.1
25 - 34	32.8	33.8	32.9
35 - 44	10.5	12.3	11.6
45 - 54	4.6	5.5	5.2
55 - 64	1.0	1.4	1.4
65 & over	.1	.2	.3
	100.0	100.0	100.0

Sex. The ratio of women to men has steadily increased since the College opened in 1965. This change was most marked between 1968 and 1970, when female enrollment increased by 175.3% while male enrollments increased by 56%. In 1976, for the first time, women students outnumbered men at the College.

Race. The percentage of minority students has increased from an estimated 0.5% in 1966 to 11.6% in 1976. Blacks remain the largest minority group.

Marital Status. The percentages of married and single students seem to have remained fairly constant over time. Figures available only for 1975-77 show about 54.8% single, 40.6% married, and 4.5% "other."

Residence. Residence patterns of students have tended to show an increasingly even distribution of students among the legal jurisdictions of Planning District Eight from 1974-1976.

Veterans' Status. The percentage of students receiving veterans' benefits has declined over the last two years from 20.4% College-wide in 1975 to 13.8% in 1976. The slight increase in active-duty military personnel is primarily attributable to the relatively large percentage at the Woodbridge Campus (15.5% in Fall 1976).

Income. Trends in student income between 1973-74 and 1975-76 are hard to assess because of an unusually high median student income reported for 1974-75 of $17,602, the 1973-74 median income was only $14,601 and the 1975-76, $14,454. The median parental income during these years was stable at approximately $18,500.

Citizenship. The percentage of students who are foreign citizens has increased sharply between Fall 1975 and 1976, growing from 4.9% to 6.4%. This increase has been particularly marked at the Alexandria Campus.

EDUCATIONAL AND SUPPORT SERVICES

Educational Programs

In accord with its mission statement, Northern Virginia Community College offers programs of instruction extending two years beyond the high school level. These programs fall into the following eight groups:

Occupational-Technical Education. The occupational and technical education programs are designed to meet the increasing demand for technicians, clerical workers, para-professionals, and skilled craftsmen for employment in industry, business, the professions and government. The programs are planned primarily to meet the employment needs of the Northern Virginia area served by the College.

College Transfer Education. The College transfer program includes college freshman and sophomore courses in arts and sciences and pre-professional programs meeting standards acceptable for transfer to baccalaureate degree programs in four-year colleges and universities.

Cooperative Education. Cooperative education is a unique educational program that provides the opportunity for students to explore and develop their careers in actual work situations. Students who participate in this program extend the concepts, skills and theories learned in class to practical job applications. In recognition that their efforts add to the productive mission of the employing organization and that their experience is educational as well, students earn both salaries and college credit. Students and employers participating in the Cooperative Education program engage in an evaluation of the work experience so that both can learn and benefit.

General Education. The programs in general education encompass the common knowledge, skills and attitudes needed by each individual to be effective as a person, an employee, a consumer and a citizen.

Continuing Education. Continuing education programs are offered to enable area residents to continue their learning. The programs include both degree and non-degree credit work offered during the day and evening.

Special Training Programs. Special training may be provided where specific job opportunities are available for new and expanded industries. Such special training is coordinated with Virginia's economic expansion efforts and with the needs of employers.

Developmental Studies. Developmental courses are designed to help students develop the basic skills and understanding necessary to enter and succeed in the curricula or programs of the College.

Specialized Regional and Community Services. The facilities and personnel of the College are available to provide specialized service to help meet the cultural and educational needs of the citizens of the Northern Virginia area. These services include the non-classroom and non-credit programs, cultural events, etc., to provide needed cultural and educational opportunities for the citizens of the region.

Degrees and Disciplines

The College offers four types of degrees or certificates:

The Associate in Applied Science degree (A.A.S.) is awarded to students who complete a minimum of 97 credit hours in one of the occupational-technical curricula.

The Associate in Arts degree (A.A.) is awarded to students who complete a minimum of 97 credit hours in one of the fine arts, liberal arts or music programs.

The Associate in Science degree (A.S.) is awarded to students who complete a minimum of 97 credit hours in specialized curricula such as business administration, teacher education, pre-engineering, and science which lead to professional degrees.

A Certificate is awarded to students who complete one of the approved occupational-technical curricula that involve fewer credit hours than degree programs.

In Fall 1976 students could choose courses in 66 disciplines to meet general education or degree and certificate requirements in 100 curricula. These 66 disciplines are listed in Figure 2-1. Among these 66 disciplines, the 11 disciplines shown in Table 2-3 accounted for 66.3% of all credit hours produced in Fall 1976.

Table 2-3

Enrollment by Discipline, Fall 1976

Prefix	Total Credit Hours	Percentage of College Total
ENGL	29,885	14.0
MATH	21,500	10.1
BUAD	14,562	6.8
ACCT	12,423	5.8
PSYC	10,818	5.1
ARTS	10,313	4.8
HIST	9,625	4.5
BIOL	8,956	4.2
SECR	8,294	3.9
ADJU	8,174	3.8
DAPR	7,049	3.3
	141,599	66.3

The award level and campus locations for degrees or certificates in the 100 academic programs are shown in Figure 2-2.

Figure 2-1

College Approved Disciplines in Which Courses Were Offered Toward Degrees or Certificates, Fall 1976

Accounting (ACCT)
Administration of Justice (ADJU)
Agriculture (AGRI)
Air Conditioning and Refrigeration (AIRC)
Anthropology (SOCI)
Architecture (ARCH)
Arts (ARTS)
Automotive (AUTO)
Aviation (AERO)
Biology (BIOL)
Broadcast Engineering (BCST)
Building (BLDG)
Business Management and Administration (BUAD)
Chemistry (CHEM)
Civil Engineering (CIVL)
Data Processing Technology (DAPR)
Decorating (DECO)
Dietetics (DIET)
Drafting (DRFT)
Economics (ECON)
Education (EDUC)
Electronic Technology (ELEC)
Engineering (ENGR)
English (ENGL)
Environmental Science (ENVR)
Fire Science (FIRE)
Forestry (FORE)
French (FREN)
General (GENL)
Geography (GEOG)
Geology (GEOL)
German (GERM)
Government (GOVT)
Health (HLTH)
History (HIST)
Horticulture (HORT)
Hotel, Restaurant, and Institutional Management (HRIM)
Human Services (HMSV)
Humanities (HUMN)
Industrial Engineering (INDT)
Interior Design (INDG)
Legal (LEGL)
Marketing (MKTG)
Mathematics (MATH)
Mechanical Engineering (MECH)
Medical Laboratory (MDLB)
Medical Records (MDRS)
Mental Health (MENT)
Music (MUSC)
Natural Science (NASC)
Nursing (NURS)
Philosophy and Religion (PHIL)
Physical Education (PHED)
Physical Therapy (PSTH)
Physics (PHYS)
Psychology (PSYC)
Public Service (PBSV)

Recreation and Parks (RCPK)
Recreation Vehicle (RVEH)
Respiratory Therapy (RPTH)
Science Technology (SCTE)
Secretarial Science (SECR)
Sociology (SOCI)
Speech and Drama (SPDR)
Urban-Regional Planning and Development (URPD)
Welding (WELD)

Figure 2-2

College Approved Academic Programs by Campus, Fall 1976

Program Area / Majors / Specializations	AL	AN	LO	MA	WO
ASSOCIATE IN ARTS (A.A.)					
Art Education	X	X	X	X	X
Art/Fine Art	X	X	X	X	X
Liberal Arts (Humanities)	X	X	X	X	X
Photography	X				
Art History	X	X	X		
Liberal Arts (Social Science)	X	X	X	X	X
Music	X	X	X		
ASSOCIATE IN SCIENCE (A.S.)					
Business Administration	X	X	X	X	X
Education	X	X	X	X	X
Engineering	X	X			
General Studies	X	X	X	X	X
Science	X	X	X	X	X
ASSOCIATE IN APPLIED SCIENCE (A.A.S.)					
Agricultural & Natural Resources Technology			X		
Animal Science Technology					
Horticulture			X		
Floriculture			X		
Landscape Grower					
Arts & Design Technology	X		X		
Commercial Art			X		
Interior Design					
Business Technology	X	X	X	X	X
Accounting				X	
Aviation Technology				X	
Aviation Administration					
Air Traffic Control	X				
Banking and Financial Management	X	X	X	X	X
Business Management	X	X		X	
Data Processing		X			
Hotel-Restaurant & Institutional Management		X			
Food Service		X			
Hotel Management		X			
Travel and Tourism	X				
Insurance	X	X			X
Merchandising	X	X			X
Fashion					
Retail					

Figure 2-2 *(continued)*

College Approved Academic Programs by Campus, Fall 1976

Program Area / Majors / Specializations	AL	AN	LO	MA	WO
Office Administration and Management	X				
Real Estate		X		X	
Secretarial Science					
Administrative Assistant	X	X	X	X	X
Executive Secretary	X	X	X	X	X
Legal Secretary	X	X			X
Medical Secretary	X	X			X
Engineering/Industrial Technology					
Air Conditioning and Refrigeration					X
Architectural Technology	X	X		X	
Automotive					
Diagnostician	X			X	
Mechanics	X			X	
Broadcast Engineering Technology		X			
Civil Engineering Technology	X	X			
Construction Management Technology	X			X	
Drafting and Design Technology	X			X	
Electronics Technology		X			X
Environmental Science					
Science Technology					X
Wastewater Treatment					X
Mechanical Engineering Technology		X			
Urban Regional Planning and Development	X				
Health Technology					
Dental Laboratory Technology		X			
Dietetic Technician		X			
Medical Laboratory Technology	X				
Medical Record Technology		X			
Nursing		X			
Physical Therapist Assistant		X			
Respirstory Therapy		X			
Public Service Technology					
Corrections	X	X		X	X
Educational Services					
Early Childhood Devel. Assoc.	X				
Educational Associate	X				
Fire Science					
Administration	X	X			
Investigation	X	X			
Management	X	X			
Human Services					
Alcohol & Drug Abuse Rehab.	X				
Gerontology	X				
Mental Health	X				
Social & Community Services	X				
Occupational Safety & Health Technology	X				
Police Science	X	X		X	X
Recreation and Parks			X		
Security Administration	X	X		X	X
CERTIFICATE					
Business Technology					
Real Estate		X		X	
Hotel, Restaurant & Institutional Management					
Food		X			
Hotel Management		X			
Travel & Tourism		X			
Secretarial Science/Office Systems					X

Figure 2-2 (*continued*)

College Approved Academic Programs by Campus, Fall 1976

Program Area / Majors / Specializations	AL	AN	LO	MA	WO
Engineering/Industrial Technology					
Air Conditioning and Refrigeration					X
Automotive				X	
Body Reconditioning				X	
Diagnosis & Tune Up	X				
Electrical Technician	X				
Machinist	X				
Parts Merchandising	X				
Aviation Technology/Flight Attendant				X	
Building Construction Technology	X			X	
Construction Inspection	X			X	
Electronics Technology				X	
Engineering Drafting	X	X		X	
Environmental & Science Technology					X
Science Technician Aide					X
Wastewater Treatment					
Recreation Vehicle — Motorcycle Maintenance	X			X	
Technical Illustration	X				
Welding				X	
Health Technology					
Dental Assisting		X			
Dietetic Technician		X			
Emergency Medical Services Technology		X			
Public Service Technology					
Corrections Science	X	X		X	X
Early Childhood Development Assistant	X				
Education Assistant	X				
Fire Science					
Administration	X	X			
Investigation	X	X			
Management	X	X			
Police Science	X	X		X	X

Campus Characteristics

Thrusts. Each campus has specific occupational-technical educational program thrusts to minimize duplication of programs and thereby to effect real savings by not duplicating expensive laboratories and instructional areas. Campus thrusts have been as follows:

Alexandria: Human Resources and Services needed within an Urban Context;

Annandale: Health, Public Service and Engineering Technologies;

Loudoun: Communication and Design, Animal Technology, Horticulture and Parks and Recreation Management;

Manassas: Power-Energy as Related to Heavy Equipment and Construction Technology;

Woodbridge: Environmental Studies.

Complementing the thrust of each campus, the Extended Learning Institute offers a wide range of courses that are generally time and space free, but not designed for a specific curriculum.

Programs: The Fall 1976 distribution of educational programs was shown in Figure 2-2. Alexandria campus had 62 programs; Annandale campus 54, Loudoun, 20, Manassas, 36 and Woodbridge, 29.

Programs assigned to one campus only totalled 54. Alexandria had 19; Annandale had 17; Loudoun, 5; Manassas, 6; and Woodbridge, 7. The median size for one-campus programs was 18 program-placed students. Figure 2-3 lists one-campus program assignments for Fall 1976.

Twelve programs available at all campuses were Accounting, Art Education, Art/Fine Art, Business Administration, Business Management, Education, General Studies, Liberal Arts (Humanities), Liberal Arts (Social Science), Science, Secretarial Science-Administrative Assistant and Secretarial Science-Executive Secretary.

Figure 2-3

One-Campus Program Assignments in Fall 1976

Alexandria

Associate in Arts
- Art/Fine Art — Photography

Associate in Applied Science
- Banking and Financial Management
- Educational Services — Early Childhood Development Associate
- Educational Services — Educational Associate
- Human Services — Alcohol and Drug Abuse Rehabilitation
- Human Services — Gerontology
- Human Services — Mental Health
- Human Services — Social and Community Services
- Insurance
- Medical Laboratory Technology
- Occupational Safety and Health Technology
- Office Administration and Management
- Urban Regional Planning and Development

Certificate
- Automotive — Electrical Technician
- Automotive — Machinist
- Automotive — Parts Merchandising
- Early Childhood Development Assistant
- Education Assistant
- Technical Illustration

Annandale

Associate in Applied Science
- Broadcast Engineering Technology
- Dental Laboratory Technology
- Dietetic Technician
- Hotel, Restaurant and Institutional Management — Food Service
- Hotel, Restaurant and Institutional Management — Hotel Management
- Hotel, Restaurant and Institutional Management — Travel and Tourism
- Mechanical Engineering Technology
- Medical Record Technology
- Nursing
- Physical Therapist Assistant
- Respiratory Therapy

Certificate
- Dental Assisting
- Dietetic Technician
- Emergency Medical Technician
- Hotel, Restaurant and Institutional Management — Food Service
- Hotel, Restaurant and Institutional Management — Hotel Management
- Hotel, Restaurant and Institutional Management — Travel and Tourism

Loudoun

Associate in Applied Science
- Animal Science Technology
- Commercial Art — Interior Design
- Horticulture — Floriculture
- Horticulture — Landscape Grower
- Recreation and Parks

Manassas

Associate in Applied Science
- Aviation Technology — Air Traffic Control
- Aviation Technology — Aviation Administration

Certificate
- Automotive — Body Reconditioning
- Aviation Technology — Flight Attendant
- Engineering Drafting
- Welding

Woodbridge

Associate in Applied Science
- Air Conditioning and Refrigeration
- Environmental Science — Science Technology
- Environmental Science — Wastewater Treatment

Certificate
- Air Conditioning and Refrigeration
- Environmental & Science Technology — Science Technician Aide
- Environmental & Science Technology — Wastewater Treatment
- Secretarial Science — Office Systems

Educational Support Services

Cooperative Education Program. In the Summer of 1972, Northern Virginia Community College hired two people to set up and implement cooperative education programs on the Annandale and Alexandria Campuses. The purpose of this decision was to provide a vehicle for students in occupational and technical curricula to gain very valuable educational experience in the community. The basic concept of cooperative education is that it is an extension of a student's education from the theoretical classroom environment to a practical work situation whereby skills, concepts and theories are put into practice. Since one of the basic missions of a community college is to provide occupational and technical education to the community, co-op is a natural extension of this institutional commitment to practical training.

In the Fall of 1972, the first co-op students were placed and the program had 55 enrollees representing the business and public services curricula. Six years later, cooperative education has expanded in all aspects to the point where in 1976-77, 1,000 students co-oped on all five campuses of the College in 30 different curricula. From the business and public services divisions, cooperative education has expanded to incorporate engineering, social sciences, natural sciences and humanities, as well.

Currently, the organization of cooperative education at the campus level remains the same as it did in 1972. There are offices of cooperative education on the Annandale and Alexandria Campuses. In addition, however, the Loudoun, Manassas, and Woodbridge Campuses have committed themselves to cooperative education and to its incorporation into the total instructional program by using faculty members as co-op coordinators in their respective disciplines.

Learning Resource System. The learning resource system at Northern Virginia Community College consists of the Learning Resource Centers (LRC) at each of the College's five campuses and Media Processing Services (MPS), a unit of the College staff. MPS provides centralized technical services for the campus centers.

The community college learning resource system, an outgrowth of the technological revolution in education, provides the facilities and tools by which the College supports the instructional programs. The system acquires, controls, promotes, and disseminates the print and non-print media to the entire College community.

The campus Learning Resource Centers are centralized service organizations designed to provide comprehensive learning resources and instructional support for the academic and vocational/technical programs of the College. Resources include materials, equipment, systems for utilization, and the LRC staff. The LRC services are designed to provide for their maximum use. Table 2-4 shows the number of items in the College collection of LRC instructional materials.

The campus libraries provide immediate access to a wide range of instructional materials — books, newspapers, pamphlets, documents and non-print materials — selected for their general educational value and support of specific educational disciplines. Since the NVCC library holdings are shared among the campus libraries by means of a union catalog, students have access to the total College collection.

Audio-visual services on each campus support classroom instruction, community services, and the library and learning laboratories. The A/V staff provides faculty with technical assistance in the development and production of materials, instructs faculty in operating equipment, and assists faculty with use of audio-visual materials.

Campus learning laboratories promote individualized instruction by providing multiple opportunities for learning and scheduling flexibility. The various laboratories allow students to participate actively in the learning process at their own pace and convenience by using programmed and autotutorial materials under the guidance of trained assistants.

The learning laboratories are testing centers for diagnostic placement and competency-based tests; they are the classrooms and labs for developmental English and Math courses; they provide language students with listening-record-playback capabilities; and they offer an opportunity for computer-assisted instruction. Through their support of "open learning" programs, the learning labs provide instruction not only to students and staff of NVCC, but also to the residents of local communities.

Two major trends of the Learning Resource Centers have been their growth and their responsiveness to change. Their growth is shown in Table 2-5 by the increase in the number of items in the LRC collection and the number of students served.

The LRCs' responsiveness to change is indicated by their willingness to experiment, to offer new services, and to diversity by emphasizing alternate modes of instruction in self-paced and/or self-instructional course offerings.

Table 2-4

Collection of NVCC Instructional Materials in Campus LRCs and MPS, Fall 1977

ITEMS	AL	AN	LO	MA	WO	MPS	NVCC TOTAL
Books (Volumes)	68,360	68,855	20,224	20,792	11,971	446	170,657
Periodical subscriptions	402	569	232	295	513	20	2,131
Microforms	3,675	2,982	113	293	15,123	1,045	23,231
AV materials	17,256	32,843	992	10,096	4,515	-0-	65,702
Other LRC materials	271	242	148	2,270	164	-0-	3,095

Table 2-5

Growth in LRC Instructional Materials Collection and Students Served
(Based on Fall Figures)

Collection Items	1972	1973	1974	1975	1976	1977
Books (volumes)	57,499	75,828	92,505	121,221	148,296	170,657
Periodical subscriptions	864	997	1,002	1,762	2,007	2,131
Other materials (Including Microforms and audio-visual materials)	7,866	15,217	21,828	54,573	83,283	92,028
Students served	13,974	17,260	21,439	27,198	26,557	29,735

Student Development Services. The College provides a full range of student development services offering information and assistance regarding occupational, educational and personal goals. These services are an integral part of the educational opportunity available to students. Counseling services are available to help students explore and develop career goals and make educational plans to reach those goals. Workshops and seminars are often conducted to assist students in learning more about the world of work. The continued growth in enrollment of older and part-time students has made apparent the need for counseling in clarifying values, interests and goals.

In addition to counseling, student development services include the administrative functions of admissions, registration and record maintenance and the support services of student health, student activities, financial aid and job placement. All students use one or more of these services every quarter; some will use many. A more specific listing of these services is shown in Figure 2-4.

The College also provides a bookstore and food service by contractual arrangement with outside vendors.

Figure 2-4

Student Development Services

Counseling

General information on the College
Orientation to NVCC
Academic advisement
Approval for credit/course overload
Counseling for curriculum change
Counseling for program placement
Information on tutorial services
Assistance with process involved in academic suspension or disciplinary action
Assistance in resolving a conflict with a faculty or staff member
Counseling in relation to personal/social behavior
Group discussion/experience
Job/career counseling, placement assistance, and information on employment opportunities

Admissions & Records

Veterans benefits information and assistance
Evaluation of transfer credits from another college/university
Information on and assistance with application for admission
Information on and assistance with registration
Information on and assistance in withdrawing from a class of the College
Information on and assistance with the add/drop process

Student Activities

Student organizations
Student publications
Intramural/Club Sports
Cultural/social activities
Community volunteer opportunities

Other Support Services

Financial aid information and assistance
Health information
Childcare services

THE RELATIONSHIP AMONG THE COLLEGE, THE STUDENT BODY, AND THE SERVICE AREA

Comparisons of Student Body with Population of Planning District Eight

An analysis of the relationship between Northern Virginia Community College and its service area begins with a comparison of race, age, sex, income and residence. The comparison seeks to answer the question: How nearly does the College student body reflect the Planning District Eight population? This question itself contains an important issue for the College: What constitutes a proper reflection of a given service area population by a community college?

Race. In Fall 1976 the population of Planning District Eight totalled 1,028,344: 962,667 (93.6%) white and 65,667 (6.4%) non-white. NVCC students who were Northern Virginia residents totalled 22,333: 20,125 (90.1%) white and 2,208 (9.9%) non-white. The total enrollment figure excludes 243 students who checked the category "other."

A more detailed analysis of the percentage of minority representation by jurisdiction is displayed in Table 2-6.

Table 2-6

Minority Representation in Planning District Eight and NVCC Student Body by Jurisdiction, Fall 1976

Jurisdiction	Planning District Eight Percent	NVCC Student Body Percent**
Arlington	8.6	14.3
Fairfax	4.0	6.1
Loudoun	11.0	6.1
Prince William*	5.5	8.5
Alexandria	16.7	20.7
Fairfax City	1.7	5.6
Falls Church	2.5	13.8
Service Area Total	6.4	9.9

*Includes Manassas and Manassas Park
**Excludes Non-Virginia residents and those in "other" category

Thus the percentage of non-white students at NVCC is higher than the percentage of non-whites in the Planning District Eight population.

A distribution of NVCC students by minority group categories is shown in Table 2-7. Examining the racial distribution by jurisdiction reveals certain enrollment patterns. The white student enrollment from Arlington County is relatively low (83.9%) compared to that of minorities, particularly blacks (7.6%) and orientals (4.5%). The enrollment of white students in Fairfax and Loudoun counties is high (93.2% and 93.5%, respectively) compared to the enrollment of minorities, particularly blacks in Fairfax County (2.9%) and orientals in Loudoun (0.5%).

Age. The percentage of the student body 18 to 21 years of age is notably large compared with the percentage of persons that age in the Planning District Eight population. Although this is the only statistically notable characteristic, it is worth considering the shift in representation that occurs beginning with the 35-to 44-year-old age group: persons 35 and over are represented in an increasingly smaller amount in the NVCC student body than they are in the Planning District Eight population. Persons over 60 are 16 times more represented in the service area than they are in the student body. Thus, while the College appears to be satisfactorily reaching persons 18 to 34, there may be an important source of potential students 35 and over, especially senior citizens.

Sex. In Fall 1976, the percentage compositions by sex of Planning District Eight and the NVCC student body were closely parallel, as evidenced by Table 2-8.

Income. Income comparisons between Planning District Eight residents and NVCC students are difficult because of questionable data about student income levels. Nevertheless, the following comparison can be made between Planning District Eight median family incomes for 1975 (the income measurement which seems to correspond most closely to student income data) and NVCC student income 1975-76:

PD Eight 1975 Median Family Income . . . $22,723.00
NVCC Student Income $14,454.00
NVCC Parental Income $18,602.00

This comparison shows that NVCC parental incomes are below the Planning District Eight median income and that NVCC student incomes are considerably below the Planning District Eight median. This lower median suggests that the College is drawing a slightly greater percentage of students from the lower-income families in Planning District Eight than from higher-income families (using the median as the divider). The student median income especially suggests that the College is serving lower-income persons within Planning District Eight.

Table 2-7

Minority Group Distribution of NVCC Student Body by Jurisdiction

Jurisdiction	Black	American Indian	Oriental	Span Sur	Minority Sub-Total	White	Other	Total
Arlington	7.6	.3	4.5	1.9	14.3	83.9	1.8	100.0
Fairfax	2.9	.2	1.9	1.1	6.1	93.2	.7	100.0
Loudoun	4.7	.1	.5	.8	6.1	93.5	.4	100.0
P. William	6.7	.4	.6	.8	8.5	90.4	1.1	100.0
Alexandria	16.3	.2	2.5	1.7	20.7	77.6	1.7	100.0
Fairfax City	2.8	.3	2.2	.3	5.6	93.8	.6	100.0
Falls Church	5.1	.2	6.7	1.8	13.8	84.8	1.4	100.0
Manassas	5.3	.6	2.5	.6	9.0	91.0	.0	100.0
Manassas Park	2.1	.0	1.0	2.1	5.2	94.8	.0	100.0
Outside No. Va.	14.2	.2	5.1	2.6	22.1	72.7	5.2	100.0

Table 2-8

Composition by Sex of Planning District Eight and NVCC Student Body

	Female		Male		Total	
	No.	%	No.	%	No.	%
Planning District Eight	528,234	51.4	500,110	48.6	1,028,344	100.0
NVCC Student Body	13,896	52.3	12,661	47.7	26,557	100.0

Residence Patterns. Residence patterns are identified by legal jurisdiction. The percentage of students from a given jurisdiction represented in the NVCC student body paralleled the percentage of population which a given jurisdiction constituted in Planning District Eight as of July 1, 1976. (The exceptions to this general finding are Arlington and Prince William counties, which are second and third, respectively, in population in Planning District Eight and vice versa in students at NVCC), as shown in Table 2-9.

This close correspondence suggests that the College campuses are generally well-placed to serve the Planning District Eight populace or, at least, that residents in various jurisdictions have found the College about equally accessible.

NVCC Students in the Employment Market

Analysis of responses to the 1976 Alumni Survey shows that NVCC students have enjoyed substantial success in finding gainful employment. That this generalization is especially true of A.A.S. degree students indicates that persons attending the College for occupational education graduate with marketable skills. The students' responses indicating satisfaction with instruction and usefulness of instruction in job preparation show that they believe the College was a major contributor to their employment success.

As Table 2-10 shows, predominant type of employment for graduates employed full-time in the field they studied at NVCC or in a related field was in private, profit-making businesses; the next largest type of employer was non-federal government, followed closely by federal government.

Table 2-10

Type of Employment of NVCC Graduates with Full-Time Jobs

Type of Employment	Respondents	%
Private, profit-making	195	42.3
Private, non-profit	56	12.1
Non-federal government	87	18.9
Military service	22	4.8
Civilian Employ of Military	22	4.8
Federal Government	79	17.1
	461	100.0

Employed students generally expressed satisfaction with the preparation NVCC gave them for their current employment. They noted that the College did not play a major role in helping them find their jobs; however, this is not unexpected because so many NVCC students are already employed.

Evaluating how well NVCC helped prepare them for their jobs, students employed full-time in their NVCC field of study or a related field gave the College a modal rating of "well" on a five-point scale. Of the 455 respondents, 165 (36.3%) said NVCC prepared them "very well" and 216 (47.5%), "well"; 54 (11.9%) were "uncertain"; 16 (3.5%), "poorly"; and 4 (0.9%), "very poorly".

Table 2-9

Comparative Distribution of Planning District Eight Population and NVCC Student Body by Jurisdiction, Fall 1976

Jurisdiction	Population July 1976	% of PD 8	NVCC Students	Total % of NVCC Student Body	Percentage of Population in PD 8 — NVCC Student Body**
Arlington	156,812	15.2	3,267	12.3	14.5
Fairfax	553,316	53.8	10,870	40.9	48.1
Loudoun	44,735	4.4	996	3.8	4.4
P. William*	141,101	13.7	3,580	13.5	15.8
Alexandria	101,041	9.8	3,075	11.6	13.6
Fairfax City	21,347	2.1	324	1.2	1.4
Falls Church	9,992	1.0	496	1.9	2.2
Total	1,028,344	100.0	22,608	85.2	100.0

*Includes Manassas and Manassas Park
**Excludes 3,940 persons from outside Planning District Eight

The Educational Program and the Transfer Student

In Fall 1976, 18.1% of NVCC students were enrolled in curricular or non-curricular classifications that indicated their desire to transfer to a senior institution.

According to the 1975-76 Alumni Survey, the four-year institutions to which NVCC 1975-76 graduates most often transferred were as shown in Table 2-11.

The success of the NVCC transfer program can be measured by two criteria: how successfully NVCC students are able to transfer NVCC credits to four-year colleges/universities and how well NVCC students perform at these institutions.

Respondents to the 1975-76 Alumni Survey reported that the overall median number of credits lost was 3.5. This median did not vary notably by institution.

NVCC students seem generally to have been successful students at the four-year institutions to which they transferred, earning a mean grade point average of approximately C+. A George Mason University (GMU) study of 501 two-year college transfers in 1976 (434 of whom were from NVCC) shows them attaining a mean GMU grade point average of 2.85 based on a four-point scale. Before transferring to GMU, these 501 students earned a mean grade point average of 3.25 while at the two year college.

NVCC students themselves seem to feel that the College gave them satisfactory preparation for upper division course work. Respondents to the 1976 Alumni Survey who were attending four-year institutions said the College had prepared them "well" or "very well" in 81.4% of the responses and "poor" or "very poor" in 7.4%.

The Educational Program and the Need for Basic Skills

Although Planning District Eight residents have a generally high level of educational attainment, a percentage of students enrolling at NVCC each year do need to improve their basic educational skills in English and/or mathematics before they are able to participate in the full college program. In Fall 1976, 3190 college students were taking one or more developmental courses.

The success of the developmental program may be measured by the developmental students' continued enrollment at NVCC and the students' achievements in regular college courses. College records are not yet complete on these two measures.

The Continuing Education Programs

The continuing educational needs and desires of the residents of the service area are difficult to analyze because of the widely varying interests of a populace. More information on citizens' cultural or avocational interests needs to be collected.

Nevertheless, certain general lines of interest emerge in examining (1) the unclassified credit students enrollment patterns, (2) broad categories of offerings in the non-credit area, and (3) available information on cultural and recreational interests of citizens in Planning District Eight.

Table 2-11

Four-Year Institutions to Which NVCC Graduates Most Frequently Transfer

Institution	Respondents Attending Full-time		Respondents Attending Part-time	
	No.	%	No.	%
George Mason University	86	32.4	49	40.2
Madison College	10	3.8		
Old Dominion University	8	3.0	3	2.5
University of Virginia (Includes off-campus centers)	8	3.0	3	2.5
Virginia Commonwealth University	9	3.4		
Virginia Polytechnic Institute and State University	33	12.4		
Other Virginia four-year schools	10	3.8	4	2.8
American University	45	16.9	25	20.5
George Washington University	8	3.0	9	7.4
University of Maryland	8	3.0	9	7.4
Other Maryland	5	1.9	1	0.8
Other D.C.	7	2.7	1	0.8
Non-Virginia, Non-Maryland, Non-D.C. Colleges/Universities	28	10.6	18	14.7

First an analysis of enrollment patterns for Fall 1976 reveals that the greatest number of unclassified students indicated no desire to be placed in a program, but were taking credit courses for general knowledge or personal satisfaction. These 5,604 students represented 31.9% of the unclassified students.

The next greatest number of non-curricular students were people upgrading their job skills, but not necessarily interested in completing a full degree program. This non-curricular classification represents a widely recognized need which the community college must meet (especially considering recent estimates by several sources that today's typical high school graduate will need to be retrained at least three times before he retires in the year 2015.) Considering the heavy enrollment of these students in accounting, business, data processing and secretarial science courses, *updating* as well as *upgrading* job skills may be an implicit reason for these enrollments.

Students exploring career possibilities accounted for the next largest group in the non-curricular classifications. This 12.1% (2,132 students) were thus categorized for reasons other than continuing their education in regular programs or pursuing cultural or avocational interests.

The other non-curricular groups included students who do not fall within the range of continuing education: students awaiting acceptance into College programs, students intending to transfer who do not want to be in a program, and the like. A complete list of non-curricular classifications is shown in Figure 2-5.

Figure 2-5

Non-Curricular Student Classifications

1—Upgrading Employment Skills for Present Job

2—Developing Skills for New Job

3—Career Exploration

4—General Knowledge and Personal Satisfaction

5—Transient Student

6—Non-Degree Transfer Student

7—High School Student (with College approval only)

8—General or Curricular Requirements Pending (with College approval only)

9—Restricted Enrollment (with College approval only)

The second area of exploration is the non-credit continuing education program and its relationship to Planning District Eight. Many of the students who enroll in non-credit courses do so for essentially the same reasons as non-curricular credit students. The appeal of non-credit courses lies in the greater range of potential courses (as opposed to credit offerings which are limited to courses prescribed by the College catalog) as well as a greater flexibility in length and course content.

Persons enrolling in and completing certain non-credit programs which meet minimum standards of design and presentation established by the Southern Association of Colleges and Schools receive continuing education units (CEUs). A CEU represents ten contact hours of participation in an organized education experience under responsible sponsorship, capable direction and qualified instruction. It serves as a uniform measure of attainment in non-credit educational programs and as a means of recording and reporting them.

Non-credit courses must be financially self-sustaining, (student registration fees pay for the instructor, materials and direct administrative costs); consequently the course offerings are carefully attuned to the needs of Planning District Eight residents by a process of natural selection. Courses are offered not only to meet the interests of the general populace, but also as requested by business, industrial or governmental agencies within Planning District Eight. Table 2-12, which breaks down the range of non-credit courses into general categories, shows total enrollments on all five campuses from January 1977 to June 1977.

Table 2-12

Five-Campus Enrollment in Non-Credit Course Offerings January to June, 1977

Category	Registrants
Agricultural Natural Resource	31
Architecture and Environmental Design	20
Business Management	413
Communications	642
Education	691
Engineering	20
Fine and Applied Arts	693
Foreign Languages	169
Health Professions	149
Home Economics	482
Law	244
Physical Sciences	498
Psychology	203
Public Affairs and Services	580
Social Sciences	246
Interdisciplinary Studies	155
Business and Commerce Technologies	242
Data Processing Technologies	23
Health Services and Para-medical Technologies	829
Mechanical and Engineering Technologies	346
Natural Science Technologies	191
Public Service Technologies	141
	7008

Despite the range of courses and numbers enrolled, citizen response to non-credit courses needs also to be considered in light of other factors which may limit enrollments. First, because all classrooms are used for the credit program Monday through Thursday evenings — also the most popular times for non-credit courses, non-credit classes are limited to off-campus or rented facilities with a correspondingly higher registration fee for each student. Second, citizens in Planning District Eight have access to parks and recreation programs funded by their local government, most of which include avocational, artistic and recreational classes. Three local school boards sponsor and fund an adult education program for citizens in each district.

The strong participation in the wide range of credit and non-credit courses, particularly in view of the above stated factors, indicates that the continuing education program of the College is responding to the direct interests of the populace in Planning District Eight.

There are two areas, however, in which Planning District Eight residents have shown strong interests and desires, but which the College has been relatively unsuccessful in meeting — primarily because of lack of facilities: cultural and recreational activities.

With additional facilities the College could better serve the populace of Planning District Eight through the credit and non-credit program.

Public Service Activities

Public service activities are defined as those offerings which do not carry academic credit or continuing education units (CFUs) but which provide educational, recreational and social opportunities on campus or off campus so as to capitalize on the College's particular competencies and resources.

In December 1977 the College initiated a system to collect data of this sort wherein the two broad categories of community service activities are set up as the two components of public services. Community service activities includes such meetings as conferences, institutes, short non-CEU courses, workshops, seminars and special training programs. Student services activities are exhibitions, arts/crafts festivals, athletic clinics, concerts, dances and the like.

Data for public service activities will be available on a semi-annual basis beginning July 1, 1978.

RESOURCES

Personnel

Personnel positions are divided into six categories. The total number of personnel in each category as listed below reflect an October 31, 1976 date of employment:

Permanent Faculty	627
Temporary Faculty	764
Full-time Classified	483
Part-time Classified	190
Student Hire	164
Work Study	316
Total	2,544

Permanent faculty consisted of 487 nine-month teaching faculty and 140 faculty on 12-month appointments, including administrative faculty, counselors and librarians. The 764 temporary faculty included 746 part-time lecturers and 18 quarterly faculty.

The classified staff included administrative personnel, such as the Director of Fiscal and Support Services, clerical workers such as secretaries and typists and physical plant operatives.

The students hired by the College fell into two categories: "student hires," who are paid out of local and State maintenance and operating monies at the minimum wage rate, and "work study students," who are employed under federal grant programs to help students pay for their higher education.

Education. The majority (59.8%) of the 627 permanent faculty held master's degrees; doctorates, the second most commonly held degree, had been earned by another 21.5% of the faculty.

Among the 746 lecturers, the master's degree was the most commonly held (49.5%) degree; 21.6% of the lecturers held doctorates.

Among the full-time classified staff, 73.7% had educational backgrounds ranging from "high school diploma to less than bachelor's degree"; the next largest group (17.8%) held bachelor's degrees.

Sex. The permanent nine-month and twelve-month faculty was 55.8% male and 44.2% female. The 18 quarterly faculty were 33.3% male and 66.7% female.

Race. Data on employment by race reflects progress in the employment of black faculty members. The rate of increase has been approximately 1.1% per year over the period from 1972 through 1976. Table 2-13 displays classifications by race for Fall 1976.

Age. The largest group (24.2%) of the 487 permanent nine-month faculty and 17 quarterly faculty were between the ages of 31 and 35 while the largest group (25.5%) of 12-month faculty (including one quarterly) were between the ages of 26 and 30. Over 70% of the nine-month faculty were under 46 years of age and over 75% of the 12 month faculty were under 46 years of age.

Table 2-13

Racial Composition of Faculty and Full-Time Classified Staff, Fall 1976

		White	Black	Oriental	Hispanic	Other
Permanent Faculty	627	91.4%	6.4%	1.3%	.3%	.6%
Full Professors	65	98.5%		1.5%		
Associate Professors	150	89.1%	3.3%	1.3%	.3%	6.0%
Assistant Professors	214	92.5%	6.1%	.9%	.5%	
Instructors	196	86.3%	11.2%	1.5%		1.0%
Assistant Instructors	2	100.0%				
Temporary Faculty	764	94.2%	4.0%	.4%	.9%	.5%
Full-time Classified	483	88.0%	7.2%			4.8%

Salary Ranges. The mean salaries by rank for the permanent 487 nine-month faculty were as follows in Fall 1976:

Full Professor $19,268
Associate Professor 16,403
Assistant Professor 13,942
Instructor 11,182

The overall mean salary for nine-month faculty was $14,213 and for 12-month faculty, $19,151.

The range of salaries for representative classified positions in 1976-77 is shown in Table 2-14.

Table 2-14

Salary Range for Representative Classified Positions, Fall 1976

Position	Minimum Annual Salary	Maximum Annual Salary
Accountant, Clerical	$9,168	$12,000
Clerk-Typist B	7,032	9,168
General Clerk B	6,720	8,784
Janitor-Custodial A	6,720	8,400
Police-entry-level	9,168	12,000
Programmer B	14,328	17,900
Trade Helper	7,344	8,784

Workload. A full-time classified employee or 12-month faculty member is contracted for a 40-hour week.

A full-time permanent nine-month faculty member teaches 12 to 15 credit hours (15 to 20 contact hours) per quarter for an annual regular session teaching assignment of 45 credit hours. The number of students instructed during these hours depends, for instance, on whether the discipline allows for teaching through large lecture sessions or demands more one-to-one personal contact between instructor and student. The number of students considered desirable in a given course of a given discipline is specified in the NVCC Course Dictionary compiled by the office of the Dean for Instructional Services and subject to yearly review by faculty and administrators.

Faculty workloads are further affected by the number of separate courses a faculty member teaches. The median number of preparations of all faculty was three in Fall 1976. This number did not seem to vary among campuses or disciplines.

Facilities

NVCC as of June 1977 had five campuses for which land had been procured and some permanent facilities constructed. The permanent facilities of each campus provide an educational plant including administrative and faculty offices; general and special classrooms; laboratories; learning resource centers (including libraries); student services such as lounges; and extremely rudimentary physical education facilities. In addition, all campuses have maintenance facilities, roads and parking lots.

In June 1977 the College had 717,734 gross square feet of building space, 49,743 square feet of classroom and laboratory space leased at Bailey's Crossroads and 17,201 square feet of space rented at Ravensworth Industrial Park for the College Warehouse, Media Processing Services and the Extended Learning Institute.

Using the State Council of Higher Education for Virginia (SCHEV) "Guides" as a basis for computations, in Fall 1976 the College had a total of 438,634 square feet of net space, 135,678 square feet of rented space and 25,973 square feet of noncontrolled space (space the College receives rent-free).

Also, as of Fall 1976, NVCC had 14,227 full-time enrolled students (FTES). Thus, according to the fall quarter inventory showing 438,634 square feet of net permanent space, the College had 33.4 square feet per FTES. However, SCHEV's published guidelines for Educational and General Space for the Planning Period 1982-1983 authorize the College to have 974,356 square feet of Educational

and General Space; thus, the College currently has only 45.2% of its projected space authorization.

Alexandria Campus

Current Permanent Facilities. Permanent facilities for the Alexandria Campus are located on a 37.7 acre tract within the City of Alexandria. Phase I construction included 122,334 gross square feet in a one building mega-structure and a 1,950 square foot maintenance building. The construction costs to date are $4,189,597.

Current Rented Facilities. Presently, Alexandria Campus is also utilizing 65,000 square feet of rented warehouse facility which houses the Visual Arts and Engineering Division and general classroom and other institutional space. There is no space on campus to contain this Division. In addition, Alexandria Campus holds classes in numerous other off-campus locations. A total of 67,754 square feet is rented.

Annandale Campus

Current Permanent Facilities. The permanent facilities of the Annandale Campus are located on a 76.4 acre site in central Fairfax County. The permanent facilities contain 339,250 gross square feet of space within nine permanent buildings. Temporary construction represents an additional 5,478 square feet. The total cost of construction has been $11,778,632. The maintenance structure contains 4,729 square feet.

Current Rented Facilities. The Annandale Campus also offers courses at several off-campus locations. Footage rented in Fall 1976 represented 29,157 square feet, including office space.

Loudoun Campus

Current Permanent Facilities. The Loudoun Campus is located on a 91.4 acre permanent site in eastern Loudoun County. The initial buildings contain 91,461 gross square feet and include a 1,950 square foot maintenance building and a 4,000 square foot Animal Science Laboratory Building for a total cost of $3,406,728.

Current Rented Facilities. Loudoun Campus supplements limited off-campus space with off-campus rentals, which amounted to 1,425 square feet in Fall 1976. Several additional locations are provided without charge to the College.

Manassas Campus

Current Permanent Facilities. Located in western Prince William County, the permanent facilities of the Manassas Campus are on a 97.4 acre site. The permanent facilities contain 85,310 gross square feet to include a 1,950 square foot maintenance building and were completed at a cost of $3,586,346. A temporary Art Laboratory Building, which added 1,344 square feet in 1977, will be owned by the College in 1981 at a cost of $25,557.

Current Rented Facilities. The Manassas Campus offers courses at numerous rental locations, the largest of which is a local high school. In Fall 1976 the campus rented 16,152 square feet of space for classes.

Woodbridge Campus

Current Permanent Facilities. Located in eastern Prince William County, the campus lies on a 109.6 acre site where Phase I construction was completed. The permanent facilities contain 81,415 gross square feet and include a 1,950 square foot maintenance building and were completed at a cost of $4,490,529.

Current Rented Facilities. Greatly short of classroom space, Woodbridge Campus rented 30,042 square feet in Fall 1976.

Additional Rented Space

A warehouse in Ravensworth Industrial Park containing 9,537 square feet is used as a central receiving office and a central storage facility for the College.

In the same warehouse, an additional 5,200 square feet are rented for the College Media Processing Offices, which handle the bulk of the book and periodical purchases for the Learning Resource Centers.

Finally, 3,851 square feet are rented for the offices and programs of the Extended Learning Institute which develops and offers courses through various media to students who cannot enroll in regularly scheduled classes.

Trends in NVCC Space Requests

Space requests are governed by a lengthy series of formulae published by SCHEV and based in significant measure on square-foot allowances per FTES. The College space requests are thus based on projected FTES.

NVCC space requests for the current (1978-80) biennium are largely based on the intensity of the needs of the College for more footage per FTES. (For a list of all construction priorities for the College through 1986, please see "Facilities" in the next chapter.) Thus, NVCC has set the NVCC Board-approved construction priorities shown in Table 2-15.

Table 2-15

State Capital Outlay Projects
(As Approved by the Northern Virginia Community College Board)

Priority	State Capital Outlay Projects	State Funds	Local Funds	Total
*	Phase II — Alexandria	5,926,615	325,916	6,252,531
*	Phase I — Alexandria renovation	370,000	0	370,000
*	Phase II — Dental Lab — Annandale	285,000	0	285,000
*	Phase III — Dental Lab — Annandale	1,200,000	0	1,200,000
**	Phase IV A — College Service Bldg. — Annandale	1,773,534	187,894	1,961,428
***	Phase V — Applied Arts — Annandale	7,603,829	249,941	7,853,770
***	Phase II — Woodbridge and WO Phase I remodeling & renovation	4,068,321	927,925	4,996,246
****	Plaza Repair — Annandale	82,143	0	82,143

*Funded in 1977 Bond referendum
**Planning money only Funded ($92,108) 1978
***Not Funded by 1978 General Assembly
****Funded by General Assembly, 1978

In addition to the capital outlay projects listed in Table 2-15 authorization ONLY was sought for the following site development projects *which either have been or will be funded by the local jurisdictions of Northern Virginia:*

Priorities corresponding to Table 2-15:		Cost
1A	Annandale Campus Phase IV A Site Development (Planning only approved)	$187,894
2A	Woodbridge Campus — Phase II Site Development (not funded)	927,925
3A	Annandale Campus — Phase V Site Development (not funded)	249,941

Budget

NVCC receives its maintenance and operations (M&O) money from appropriations by the General Assembly of Virginia and the legal jurisdictions that comprise Planning District Eight. The distribution of these funds within the College is handled through a budgetary process that involves personnel at all levels of the College.

The M&O Budget for 1976-77 was projected at $24,298,039; actual expenditures were $23,121,269. These expenditures were divided among 17 line item accounts as shown in Table 2-16.

The largest three items in the budget — teaching faculty (9-month), classified staff and administrative faculty (12-month) were for salaries. Teaching faculty salaries for the regular session, lecturer salaries and summer contracts accounted for 43.6% of the total expenditures. Thus, the majority of the budget was devoted to instruction and instructional support costs. These 17 line item accounts may also be shown under the general categories of Table 2-17 to provide another view of how the money was spent.

From this perspective, it can be seen that academic instruction and support accounted for 69.0% of the total budget.

What emerges most clearly from an analysis in College budgeting from 1970-76 (the years for which analysis categories are comparable) is the remarkable stability within the general categories. This stability suggests sound financial management, which has avoided violent shifts from year to year. Such stability means that one can closely predict the expenditures in that category for subsequent years from the general category expenditure for preceding years. The percentage differences between years are insignificant.

Table 2-18 shows the median percentage expenditures for the College during the period 1970-1976.

Table 2-16

Personnel Service Categories

Item	Expenditure	% of Total Expenditures
AA Administrative Faculty (12-month)	$ 2,497,322	10.8%
AB Teaching Faculty (9-month)	6,697,168	28.9%
AC Classified	4,608,460	19.9%
AD Hourly (P-14)	523,306	2.3%
AS Student Hire	292,262	1.3%
AL Lecturers	2,226,908	9.6%
AT Overtime	71,713	0.3%
CU Custodial Contract	181,276	0.8%
SL Special Payments	185,358	0.8%
SN Non-Instructional	577,198	2.5%
SI Instructional Supplies	371,499	1.6%
TR Travel	96,197	0.4%
EQ Equipment	1,289,236	5.6%
TA Funds for Professional Development	62,766	0.3%
SD Faculty Staff Development	347	0.0%
CS Contract Services	2,397,280	10.4%
SP Summer Personnel Services	1,042,973	4.5%
TOTAL	$23,121,269	100.0%

Table 2-17

Maintenance and Operating Budget Expenditures

Programs	Expenditure	% of Total Expenditures
General Academic Instruction	$11,934,971	51.6%
Community Education	354,582	1.5%
Summer Session Instruction	1,042,973	4.5%
Academic Support	2,992,966	13.0%
Student Services	1,956,287	8.5%
Institutional Support	2,519,148	10.9%
Physical Plant	2,320,342	10.0%
TOTAL	$23,121,269	100.0%

Table 2-18

Median Percentage Expenditures

Category	Median % of Budget
General Administration	4.5
Student Services	8.4
General Expense	4.4
Instruction Regular Session	60.3
Public Services	4.5
Learning Resource Center	5.0
Physical Plant	11.5

Another way to view the trends in the College's State M&O expenditures is to consider the expenditure per FTES in constant dollars. With 1972 as a base year and with expenses expressed in constant 1972 dollars, the trend shown in Table 2-19 emerges:

Expenditures appear to be stablizing in constant dollars at around $1,000 per FTES. The increase in 1976-77 can be explained by the 2.1% decrease in FTES.

Because of inflation, there has been a steady increase in current dollar expenditures per FTES. But the constant dollar figures indicate that the College has administered funds efficiently.

The College's maintenance and operating funds have increasingly come from State appropriations. In 1966-67, local funds provided 21.0% of the College budget and State funds, 70.0%. By 1975-76, these percentages had changed to the point that the State now provides 99.3% of College M&O monies and the local jurisdictions, 0.7%.

Table 2-19

Trends in Expenditures per Annual FTES

Fiscal Year	M&O Expenditures	Expenditures Per FTES	Expenditures Per FTES (1972 Constant Dollars)
1966-67	1,378,088	1,134	1,360
1967-68	2,228,316	1,190	1,385
1968-69	4,072,203	1,136	1,284
1969-70	4,959,996	979	1,061
1970-71	6,193,094	937	974
1971-72	7,122,764	903	903
1972-73	9,792,003	1,085	997
1973-74	12,712,742	1,173	997
1974-75	15,859,409	1,226	969
1975-76	19,758,667	1,296	981
1976-77	23,121,269	1,550	1,125

Information

NVCC has been involved for two years in a comprehensive review and modification of its computer-assisted information system. This undertaking has allowed the College to begin the development of a comprehensive network of information systems supported by integrated data bases. These efforts have been undertaken in four phases:

Phase I — Identifying informational needs and determining priorities
Phase II — General design
Phase III — Detailed design and pilot testing
Phase IV — Implementation and evaluation

Phase I, the identification and prioritizing of required information systems to support College processes, was completed May 1976. The final report, identified as the first priority, a student information system with initial systems development in the areas of admission, registration and student records. This priority was established to fulfill management and operational information requirements, to respond to student needs and to meet institutional reporting requirements.

A Student Information System Task Force was established in Spring 1976 to carry out Phase II. The Phase II report, establishing a general design for admission and registration, was completed in June 1977. Phase II efforts were also completed in January 1978 for the course/schedule management system.

Phase III work, detailed design and pilot testing, is occurring presently, with pilot testing of the admission, registration and student hold subsystems to be completed by December 1978 and the course management subsystem of the course/schedule management system by January 1979. Phase IV, implementation and evaluation efforts for the first two student sub-systems and the course/schedule management, will be completed by May 1979.

The College is also actively involved with the VCCS Management Information Systems Planning Committee in developing an accounting system, a personnel/payroll system and a student system to meet the operational and management information needs of the College as well as of the VCCS.

Chapter III. Future College Requirements

The main tasks of this chapter are to describe the directions of the College from 1978 to 1986. It will consider the process by which the College will plan for future needs, the growth projections for the service area, the enrollment projections for the College and for each campus, the projected campus thrusts and the anticipated new or expanded educational programs and support services. Finally, it will describe long range needs for personnel, facilities, budget and information.

EDUCATIONAL MASTER PLANNING PROCESS

The planning process at NVCC includes: (1) annual reviews and revisions of short-term plans, as provided by the working calendars; (2) short-term and mid-term planning as provided in the annual Mission, Goals and Objectives Statements document; and (3) long-range planning performed in biennial cycles (see the following calendar entitled Long-Range Planning Process).

The short-term plans are responses to immediate needs for changes and adjustments which can be accomplished within one or two years. Various working calendars provide deadlines for submitting and reviewing proposals for such short-term plans to adjust routine management functions.

Nonroutine management functions — those tasks that are identified for additional attention beyond the normal administrative requirements — are planned for one-year, two-year and five-year accomplishment in the Mission, Goals and Objectives Statements document, which is revised and published annually. Both faculty and administrators participate in the preparation of this document, which specifies college-level objectives and responsibilities, and in the evaluation of results to use in future planning.

The long-range directions for the College (through the next six years), however, are prepared and published in a biennial cycle which begins with review of the Educational Master Plan Resource Document, proceeds with a thorough review of the College's status and trends, and ends with the adjustment of present plans and the preparation of another two years beyond the current six-year planning time-frame.

The long range biennial planning cycle is synchronized with the working calendars for accomplishing those activities related to enrollment projections; approval process for proposed new and expanded curricula; updates to educational specifications of campus facilities; and biennium budget preparation. The details and sequence of events of the biennial planning cycle are detailed in Figure 3-1 and are visually displayed in Figure 3-2.

Figure 3-1

Long Range Planning Cycle Working Calendar*

Activity Code	Year	Date(s)	Activity
A	Odd number year	September 15	President appoints Educational Master Planning Task Force to review and update current Educational Master Plan.
B	Odd number year	October 15 - December 15	Director of Planning, Research and Management Services, in consultation with the Educational Master Planning Task Force, coordinates an updating of the community needs assessment and a review of the current Educational Master Plan through campus hearings at which selected community, state and national agencies outside NVCC voice their recommendations regarding the long range educational plans for NVCC.
C	Odd number year	January 15 - March 15	Director of Planning, Research and Management Services, in consultation with the Educational Master Planning Task Force, coordinates the review and analysis of the Educational Master Planning Resource Document, together with abstracts of the recommendations forwarded from outside agencies, receiving from appropriate offices and organizations within the College recommendations about the long-range educational plans for NVCC.
D	Odd number year	March 1 - April 1	Director of Planning, Research and Management Services coordinates the development and updating of Mission and Goals statements.

Figure 3-1 (*continued*)

Long Range Planning Cycle Working Calendar*

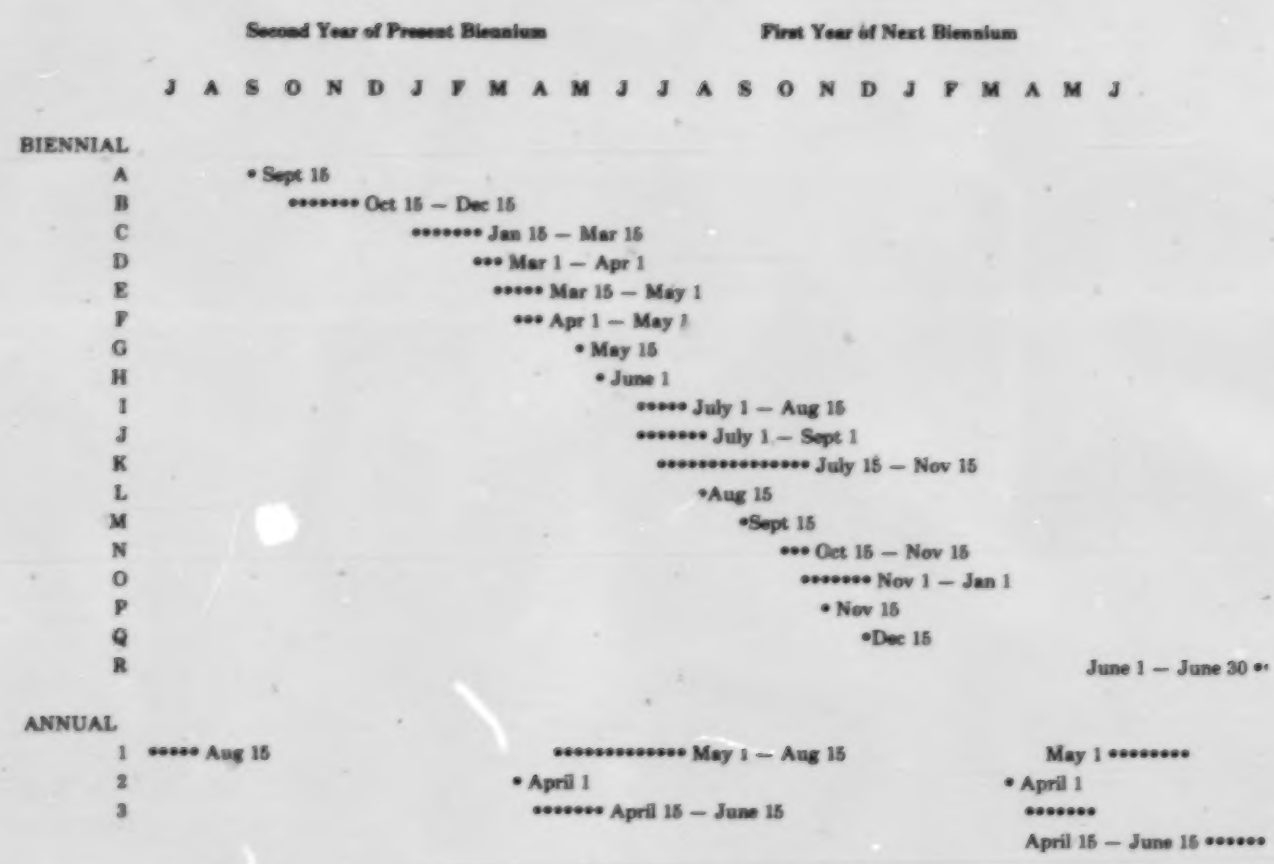
Activity Code	Year	Date(s)	Activity
E	Odd number year	March 15 - May 1	Director of Planning, Research and Management Services, in consultation with the Educational Master Planning Task Force, coordinates the College Staff, campuses and other appropriate College organizations such as the College Forum and college-wide committees to review the recommendations, determining their implications as to: (1) curriculum and instruction changes (2) faculty and staff requirements (3) space and facility needs (4) budget impact (5) students
F	Odd number year	April 1 - May 1	Dean for Instructional Services coordinates the revision of the next three biennia curricular plan.
G	Odd number year	May 15	Dean for Instructional Services submits institutional letter listing the academic programs proposed within each of the three biennia to VCCS.
H	Odd number year	June 1	Director of Planning, Research and Management Services collects and presents to the Educational Master Planning Task Force the staffed recommendations for long-range educational plans for NVCC.
I	Even number year	July 1 - August 15	Educational Master Planning Task Force prepares a draft of the updated six-year Educational Master Plan and forwards it to the President.
J	Even number year	July 1 - September 1	Director of Facilities Planning, Development and Services coordinates the updating of educational specifications of campus facilities.
K	Even number year	July 15 - November 15	Director of Planning, Research and Management Services coordinates the development and submission of six-year enrollment projections.
L	Even number year	August 15	Dean for Instructional Services submits proposals for academic programs proposed within the College's six-year curricular plan to VCCS.
M	Even number year	September 15	President returns approved version of the Educational Master Plan to the Director of Planning, Research and Management Services for publishing.
N	Even number year	October 15 - November 15	Director of Planning, Research and Management Services publishes updated Educational Master Plan and forwards it to the President.
O	Even number year	November 1 - January 1	Director of Facilities Planning, Development and Services coordinates the development and submission of the Capital Outlay Requests.
P	Even number year	November 15	President presents the published Educational Master Plan to the College Board.
Q	Even number year	December 15	President dissolves Educational Master Planning Task Force.
R	Even number year	June 1 - June 30	Dean of Financial and Administrative Services coordinates the development and submission of Biennium State M&O Budget.
Annual			
1	Annually	May 1 - August 1	Director of Planning, Research and Management Services coordinates the development of new one and multi-year objectives.
2	Annually	April 1	Coordinator of Institutional Research updates, publishes and distributes Educational Master Planning Resource Document, which includes enrollment and personnel census date data for fall quarter of current year.
3	Annually	April 15 - June 15	President coordinates the development of the Working Calendars of the College.

*NOTE: Calendar events in this biennium:
1976-78
1978-80
1980-82

Refer to plans for this time frame:
1980-82
1982-84
1984-86

Figure 3-2

Long Range Planning Cycle


Second Year of Present Biennium
First Year of Next Biennium
J A S O N D J F M A M J J A S O N D J F M A M J
BIENNIAL
A • Sept 15
B •••••••• Oct 15 — Dec 15
C ••••••• Jan 15 — Mar 15
D ••• Mar 1 — Apr 1
E ••••• Mar 15 — May 1
F ••• Apr 1 — May 1
G • May 15
H • June 1
I ••••• July 1 — Aug 15
J ••••••• July 1 — Sept 1
K •••••••••••••••• July 15 — Nov 15
L •Aug 15
M •Sept 15
N ••• Oct 15 — Nov 15
O ••••••• Nov 1 — Jan 1
P • Nov 15
Q •Dec 15
R June 1 — June 30 ••
ANNUAL
1 ••••• Aug 15
••••••••••••• May 1 — Aug 15
May 1 ••••••••
2 • April 1
• April 1
3 ••••••• April 15 — June 15
•••••••
April 15 — June 15 ••••••

ENROLLMENT PROJECTIONS

Although enrollment projections for the College are dependent on a number of factors, the overall population of the service area is the starting place. Other important factors are easy access to the College, availability of programs to meet future needs, College student recruitment activities, and sufficiency of College facilities to hold enough classes for the population. It is important to analyze the population projections in Planning District Eight to determine if significant shifts in race, sex, age or economy dictate changes in College programs.

Projected Growth of Service Area

While rate of growth generally declined for the Washington metropolitan area in the 1970s, the Northern Virginia counties of Fairfax, Loudoun and Prince William continued to grow in absolute numbers. Although the rate of growth in Fairfax County decreased to about 5% per year in the 1970s compared with 7% per year during the 1960s, the county gained more people (over 100,000 from 1970 to 1975) than it did in the 1960s. Arlington County is estimated to have lost nearly 10,000 in population while the City of Alexandria gained 3,000 in the early 1970s.

Population projections are the products of an inexact science: discrepancies exist between various forecasts. The projections cited here from the Virginia Department of Planning and Budget are the most conservative of the forecasts available.

The area projected to show the greatest percentage increase is Loudoun County, projected to grow by 63.4% from 44,735 (1976) to 73,101 (1985). Prince William County is second, projected to increase by 29.5% from 141,101 to 182,702; and Fairfax County, third, is projected to increase by 12.0% from 553,316 to 619,702. Three areas are expected to show a loss in population: Arlington County by 22.1% from 156,812 (1976) to 122,202 (1985); Fairfax City by 8.2% from 21,347 (1976) to 19,597 (1985); and the City of Falls Church by 12.9% from 9,992 to 8,705. The City of Alexandria is expected to remain stable.

In brief, the geographic area served by NVCC is expected to continue growing substantially during the period 1976-1985, with the general population expected to increase by 12.3% from 1,028,344 to 1,155,259.

Changes by Race

Non-white residents are projected to comprise 6.9% of the population in 1985, compared to 6.4% in 1976. Alexandria will continue to have the greatest percentage of non-white residents (22.2% in 1985 as compared to 16% in 1976); Fairfax County is projected to have the greatest number of non-white residents with that number continuing to represent about 4% of the population (24,832 in 1985 as compared to 21,993 in 1976). In Prince William County, non-white residents are projected to remain about 5.5% of the population. The percent of non-white residents in Loudoun County is projected to decline from 11.0 to 8.3%

Changes by Sex

The overall sex ratio in Planning District Eight is projected to remain fairly constant, with females comprising approximately 51% and males 49% of the population in 1985 as it was in 1976.

Changes by Age

Following a national trend, the population of Planning District Eight is projected to become slightly older by 1985 with persons 35 and over comprising 39.6% as compared with 36.5% in 1976. The jurisdictions with the youngest populations are projected to be Prince William County and Loudoun County. Prince William is projected to have 68.4% of its population in the 34 and under group. The jurisdiction with the oldest population is projected to be Falls Church, where only 40.1% of the residents are expected to be 34 and under.

Trends in Employment

Between 1974 and 1985, employment in the Washington, D.C., area is projected to increase by 2.4% annually from 1,416,660 to 1,795,290 (an overall increase of 26.7%), as shown in Figure 3-3. This rate is greater than the 1.8% per year projected for the nation, but is less than half the annual increase of almost 6% recorded in the area between 1960 and 1974.

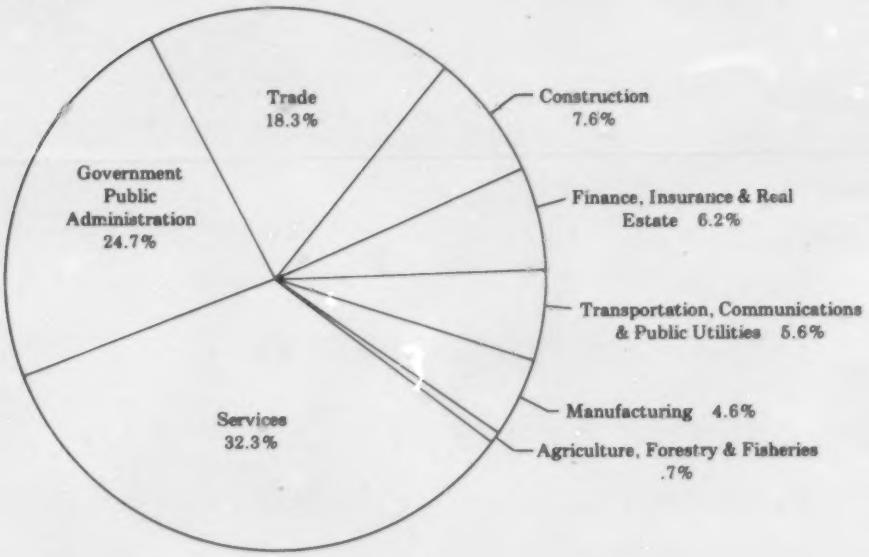
The major areas of employment are projected to continue to be service industries (such as medical and health, education, data processing and building maintenance) and government and public administration, which are expected to account for about one-third and one-quarter, respectively, of total area employment.

Figure 3-3

1974 to 1985 Employment by Industry

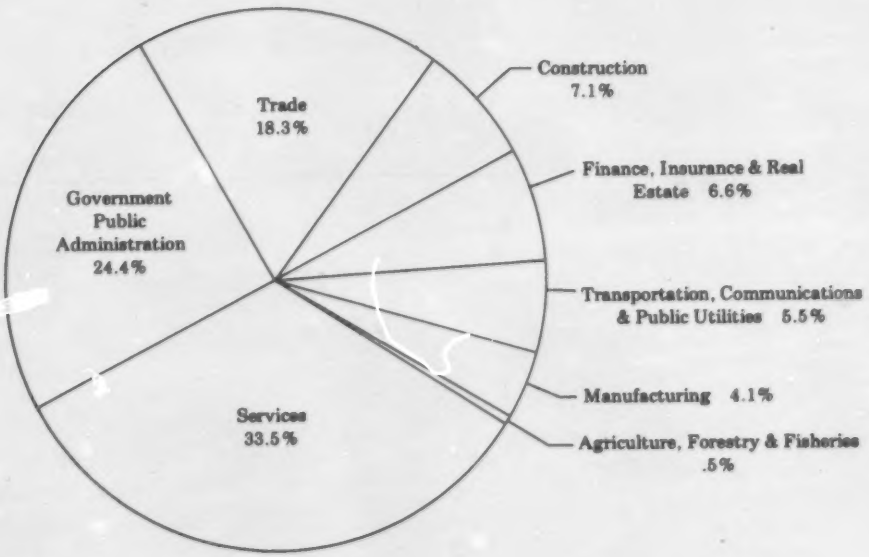
Source: D.C. Manpower

1974 Employment by Industry



Estimated Total Employment in 1974: 1,416,660
Washington, D.C. Metropolitan Area

1985 Employment by Industry



Projected Total Employment in 1985: 1,795,290
Washington, D.C. Metropolitan Area

Employment by Occupation

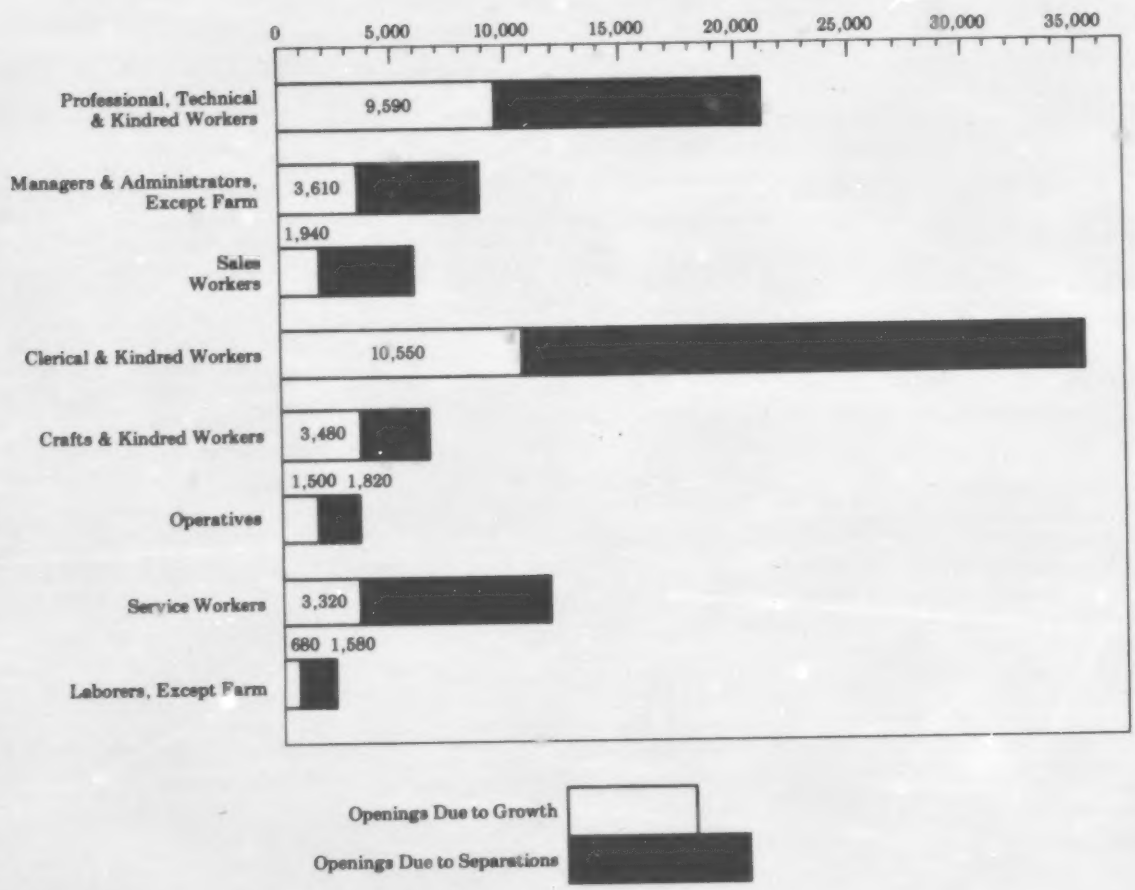
Two sets of figures (developed by District of Columbia Manpower) are needed to establish trends in employment by occupation. Projections for 1975 to 1980 give total job openings, including replacement demand and growth. Projections for 1974-1985 include a longer time period but are based on growth-created openings, rather than replacement demand which will account for 64% of all job openings during that period.

Both sets of statistics point to the following occupational types as high opportunity areas: clerical workers, health workers, sales persons, financial workers, managers and research personnel. These occupations correspond to the opportunities projected by types of industry (see Figure 3-3), which showed service, government, finance and wholesale and retail trade as the major sources of employment growth.

Figure 3-4

Annual Average of Occupational Openings

Source: D.C. Manpower



Educational Level

The educational level achieved by Virginia residents has risen steadily in the past two decades, and Northern Virginians aged 18-34 are enrolling in colleges and universities in greater numbers than ever before.

In 1960 the median number of school years completed by persons 25 and over in Virginia was 9.9; by 1970 it was 11.7 (U.S. Bureau of Census). Within Planning District Eight educational levels rose between 1970 and 1975. In 1970 Planning District Eight female residents 25 and over had completed a median of 12.6 years of schooling, and male residents had completed a median of 13.1 years of schooling. By 1975 the median years of schooling (sexes combined) was 13.6.

The growth of enrollment in higher education in Northern Virginia is noted in the July 1977 State Council of Higher Education for Virginia study, *Enrollment Trends by Planning District in Virginia's Public Colleges and Universities 1970-76:*

> The number of Virginia students from Planning District Eight enrolled in public Virginia Colleges increased by 121.4% from 1970 to 1976.
>
> This contrasts sharply with the growth in the planning district's population aged 18-34, which grew by only 19.1%. These numbers are particularly significant because the 18-34 year old population in Planning District Eight is by far the largest of any planning district in the state, exceeding the next highest, Planning District 15 (Richmond metropolitan area), by 20%.
>
> The college-going rate for the District, expressed as enrollment divided by population aged 18-34, has doubled since 1970 and is now at .1407, considerably higher than the statewide average of .1158. The actual number of Northern Virginians in college is even higher since these data do not include public off-campus enrollments, private Virginia college enrollments, or students attending non-Virginia colleges. Northern Virginians are attending college, then, at a rate substantially higher than the statewide average and even higher than the national average.
>
> Primarily responsible for this growth has been the development and expansion of opportunities at George Mason University and Northern Virginia Community College, which together enroll 67% of the Northern Virginians in public college in Virginia. Both of these institutions are oriented toward commuter students.

Projected College Growth

The College has grown dramatically in the decade it has been open. The historical and projected enrollments for the College are shown in Table 3-1.

Table 3-1

College Enrollments: Actual and Projected In Comparison With Planning District Eight Population

Year	Total Population	Fall Quarter Headcount	Ratio To Total Population (x100)
Actual:			
1965	771,000	761	.10
1966	802,500	2,226	.28
1967	831,600	3,395	.40
1968	863,500	5,271	.61
1969	897,300	7,629	.85
1970	921,300	9,718	1.05
1971	933,200	12,047	1.29
1972	964,100	13,974	1.45
1973	985,500	17,260	1.75
1974	986,900	21,439	2.17
1975	998,600	27,198	2.72
1976	1,028,880	26,557	2.58
1977	1,033,800	29,735	2.88
Projected:			
1978	1,042,928	31,532	3.0
1979	1,057,729	32,304	3.05
1980	1,072,500	33,106	3.09
1981	1,089,071	33,877	3.11
1982	1,105,589	34,405	3.11
1983	1,122,139	34,862	3.11
1984	1,138,681	35,400	3.11
1985	1,155,259	35,948	3.11
1986		36,354	
1987		36,770	
1988		37,201	
1989		37,815	

Enrollment Projections by Campus

The enrollment projections by campus are based upon certain factual data evidenced in the general service area projections. They are also influenced by the space limitations imposed on each campus by the gross acreage which limits parking and, to an extent, by the construction of buildings beyond the planned phases. Actual enrollment and projections are displayed in Table 3-2.

Table 3-2

CAMPUS ENROLLMENTS
ACTUAL & PROJECTED

		Fall Headcount (All)		FTES							
				Regular Session (On)		Summer Session (On)		Off-Campus		Annual	
Year	Campus	N	%	N	%	N	%	N	%	N	%
Actual											
1976-77	AL	8683	32.70	4055	30.72	---	---	---	---	---	---
	AN	10710	40.32	5894	44.66	---	---	---	---	---	---
	LO	2243	8.45	1019	7.72	---	---	---	---	---	---
	MA	2014	7.58	932	7.06	---	---	---	---	---	---
	WO	2907	10.95	1299	9.84	---	---	---	---	---	---
	Total	26557		13199		1615		106		14920	
1977-78	AL	9942	33.44	4183	30.43	518	31.15	36	56.96	4787	30.76
	AN	11436	38.45	6071	44.16	768	46.19	27	17.88	6866	44.12
	LO	2755	9.27	1093	7.95	103	6.19	0	.00	1196	7.69
	MA	2278	7.66	941	6.85	104	6.25	13	8.61	1058	6.80
	WO	3324	11.18	1459	10.61	170	10.22	25	16.56	1654	10.63
	Total	29735		13747		1663		151		15561	
Projected											
1978-79	AL	10446	33.13	4247	29.83	509	30.70	142	57.49	4898	30.34
	AN	11743	37.24	6184	43.43	748	45.12	44	17.82	6976	43.21
	LO	2882	9.14	1116	7.84	100	6.03	0	.00	1216	7.53
	MA	2518	7.99	1001	7.03	106	6.39	19	7.69	1126	6.96
	WO	3943	12.50	1690	11.87	195	11.76	42	17.00	1927	11.94
	Total	31532		14238		1658		247		16143	
1979-80	AL	10518	32.56	4275	29.38	513	30.25	145	57.54	4933	29.90
	AN	11802	36.54	6212	42.69	753	44.41	45	17.85	7010	42.49
	LO	2944	9.11	1139	7.83	102	6.01	0	.00	1241	7.52
	MA	2639	8.17	1043	7.17	111	6.54	20	7.94	1174	7.12
	WO	4401	13.62	1881	12.93	217	12.79	42	16.67	2140	12.97
	Total	32304		14550		1696		252		16498	
1980-81	AL	10636	32.13	4315	29.06	518	29.91	148	57.81	4981	29.58
	AN	11903	35.95	6250	42.09	757	43.71	45	17.58	7052	41.89
	LO	3011	9.10	1157	7.79	105	6.06	0	.00	1262	7.49
	MA	2699	8.15	1059	7.13	113	6.52	20	7.81	1192	7.08
	WO	4857	14.67	2069	13.93	239	13.80	43	16.80	2351	13.96
	Total	33106		14850		1732		256		16838	
1981-82	AL	10703	31.59	4328	28.66	521	29.55	148	57.59	4997	29.19
	AN	11981	35.38	6257	41.44	759	43.06	46	17.90	7062	41.26
	LO	3080	9.09	1177	7.79	106	6.01	0	.00	1283	7.49
	MA	2793	8.24	1087	7.20	116	6.58	20	7.78	1223	7.14
	WO	5320	15.70	2251	14.91	261	14.80	43	16.73	2555	14.92
	Total	33877		15100		1763		257		17120	
1982-83	AL	10773	31.31	4315	28.39	519	29.24	149	57.53	4983	28.91
	AN	12255	35.63	6340	41.71	770	43.39	47	18.15	7157	41.54
	LO	3162	9.19	1197	7.87	108	6.08	0	.00	1305	7.57
	MA	2836	8.24	1094	7.20	117	6.59	20	7.72	1231	7.14
	WO	5379	15.63	2254	14.83	261	14.70	43	16.60	2558	14.84
	Total	34405		15200		1775		259		17234	

Table 3-2 (*continued*)

Campus Enrollments
Actual & Projected

				FTES							
		Fall Headcount (All)		Regular Session (On)		Summer Session (On)		Off-Campus		Annual	
Year	Campus	N	%	N	%	N	%	N	%	N	%
1983-84	AL	10917	31.31	4343	28.39	523	29.27	150	57.69	5016	28.92
	AN	12419	35.63	6382	41.70	773	43.26	47	18.08	7202	41.52
	LO	3204	9.19	1205	7.88	109	6.10	0	.00	1314	7.57
	MA	2870	8.23	1101	7.20	118	6.60	20	7.69	1239	7.14
	WO	5452	15.64	2269	14.83	264	14.77	43	16.54	2576	14.85
	Total	34862		15300		1787		260		17347	
1984-85	AL	11061	31.30	4370	28.36	526	29.24	151	57.85	5047	28.91
	AN	12617	35.64	6424	41.71	779	43.31	47	18.01	7250	41.52
	LO	3252	9.19	1212	7.87	110	6.11	0	.00	1322	7.57
	MA	2914	8.23	1109	7.20	119	6.61	20	7.66	1248	7.15
	WO	5536	15.64	2285	14.84	265	14.73	43	16.48	2593	14.85
	Total	35400		15400		1799		261		17460	
1985-86	AL	11251	31.30	4399	28.38	530	29.27	151	57.63	5080	28.91
	AN	12810	35.64	6465	41.71	785	43.35	47	17.94	7297	41.52
	LO	3304	9.19	1221	7.88	110	6.07	0	.00	1331	7.57
	MA	2963	8.24	1116	7.20	119	6.57	21	8.02	1256	7.15
	WO	5620	15.63	2299	14.83	267	14.74	43	16.41	2609	14.85
	Total	35948		15500		1811		262		17573	
1986-87	AL	11379	31.30	4399	28.38	530	29.27	151	57.63	5080	28.91
	AN	12953	35.63	6465	41.71	785	43.35	47	17.94	7297	41.52
	LO	3340	9.19	1221	7.88	110	6.07	0	.00	1331	7.57
	MA	2996	8.24	1116	7.20	119	6.57	21	8.02	1256	7.15
	WO	5686	15.64	2299	14.83	267	14.74	43	16.41	2609	14.85
	Total	36354		15500		1811		262		17573	
1987-88	AL	11510	31.30	4399	28.38	530	29.27	151	57.63	5080	28.91
	AN	13103	35.64	6465	41.71	785	43.35	47	17.94	7297	41.52
	LO	3380	9.19	1221	7.88	110	6.07	0	.00	1331	7.57
	MA	3030	8.24	1116	7.20	119	6.57	21	8.02	1256	7.15
	WO	5747	15.63	2299	14.83	267	14.74	43	16.41	2609	14.85
	Total	36770		15500		1811		262		17573	
1988-89	AL	11646	31.31	4399	28.38	530	29.27	151	57.63	5080	28.91
	AN	13254	35.62	6465	41.71	785	43.35	47	17.94	7297	41.52
	LO	3419	9.19	1221	7.88	110	6.07	0	.00	1331	7.57
	MA	3065	8.24	1116	7.20	119	6.57	21	8.02	1256	7.15
	WO	5817	15.64	2299	14.83	267	14.74	43	16.41	2609	14.85
	Total	37201		15500		1811		262		17573	
1989-90	AL	11834	31.29	4399	28.38	530	29.27	151	57.63	5080	28.91
	AN	13475	35.64	6465	41.71	785	43.35	47	17.94	7297	41.52
	LO	3477	9.19	1221	7.88	110	6.07	0	.00	1331	7.57
	MA	3116	8.24	1116	7.20	119	6.57	21	8.02	1256	7.15
	WO	5913	15.64	2299	14.83	267	14.74	43	16.41	2609	14.85
	Total	37815		15500		1811		262		17573	

PROJECTED CAMPUS MISSIONS

Campus mission statements have been developed to incorporate the original campus thrusts; the rationale for changing to campus missions lies in the need for a statement to describe accurately the educational ambiance as well as curricular specialities of each campus. The reader will note that the mission statements are different from the thrust statements in Chapter II.

Given the size of the College as described in Chapter II, there appears to be little need to develop many broad new programs within the College. Recognizing the need to develop certain specialized curricula, however (see below), the consensus within the College is that more programs and degree specializations — rather than totally new, broad-based curricula will be developed through 1986. This refinement of the curricula is expected to occur at the present stage of the College's development.

Alexandria Campus Mission Statement

The Alexandria Campus is located in the City of Alexandria on the Arlington and Fairfax County lines. The students reflect the typical heterogeneity of an urban area.

Educational programs focus on training for occupational-technical and professional skills, craftsmanship, the upgrading of learning skills through developmental studies and college transfer.

The educational specialities — human and public services, commercial art and photography, applied urban technologies, liberal arts and business technologies — provide a range of comprehensive program offerings.

The Alexandria Campus responds to the employment requirements of its urban region, developing and offering new and specialized programs to meet technological, business and human service needs. The campus maintains cooperative education programs to integrate work experience with the total educational program. Through these experiences and the community services programs, the campus seeks to use community resources as fully as possible.

Annandale Campus Mission Statement

The Annandale Campus is located in central Fairfax County just west of the junction of Route 236 and Route 495, and near Annandale, Virginia.

Its educational program focuses on college-transfer preparation, occupational-technical careers, developmental studies, special training and community services.

Within this overall mission, the Annandale Campus has facilities for curricular programs in the engineering technologies, the health technologies and the hospitality industry. The campus is also committed to the development and application of innovative, non-traditional instructional delivery systems, instruction resources, time-frames and facilities.

Besides its primary responsibility to meet the educational needs of the community, the campus provides professional development activities for practitioners in career fields offered at the Annandale Campus.

The fundamental philosophy of the Annandale Campus is that the life-long process of education must be student centered and that individual differences must be recognized. Consequently, every curricular program should be designed with maximum flexibility to meet the needs of the students and the community as closely as possible.

Loudoun Campus Mission Statement

Loudoun Campus is located in eastern Loudoun County on State Route 7 approximately 12 miles west of the Capital Beltway, Exit 10W.

The various disciplinary options offered at Loudoun have been conceived to extend the individual's visual, verbal, mathematical, scientific and musical abilities.

In addition to the normal range of curricula available at a comprehensive community college, several curricula have been selected for special emphasis: Animal Science Technology, Horticulture Technology, Recreation and Parks, Interior Design, Commercial Art and Music. These curricula are interrelated with the community-at-large.

The attendance of most Loudoun Campus students is recognized as only one of their life roles. Consequently, the instructional programs emphasize developing alternative modes of instruction, expanding the open laboratory concept into previously untried educational areas, and cooperating with other community agencies within the service area of the campus.

It is hoped that successful implementation of the Loudoun Campus mission will improve the quality of life for all residents of the service area.

Manassas Campus Mission Statement

The Manassas Campus is located in western Prince William County. The service area of the campus is a mixture of sub::rban and rural communities.

The campus has as its mission the offering of college transfer, occupational-technical, developmental studies, special training and community service programs.

The occupational-technical program specialities of the campus are Automotive Technology, Automotive Body Reconditioning, Recreational Vehicles/Motorcycle Maintenance, Welding, Aviation Technology, Electronics, Construction Inspection Technology and Building Technology.

Philosophically, the campus has a vigorous commitment of service to students and the community. This includes a belief that student development services and instructional services are equally valid areas for learning. No commitment has been made to a particular mode of instruction, so that students can experience a wide variety of learning situations.

The Manassas Campus seeks to create a climate that is both hospitable to people of all backgrounds and accommodating to the diversity of students' aspirations.

Woodbridge Campus Mission Statement

The Woodbridge Campus is located in eastern Prince William County, near Interstate 95, thirty-five miles south of Washington, D.C.

Designed to meet the interests and needs of a young and growing suburban community, the Woodbridge Campus, from the outset, has been experimental. The campus continues to emphasize a wide range of student and community service programs and to use a number of different teaching modes to meet student and community needs.

It offers a variety of environmental science courses, as well as college transfer programs, occupational-technical studies, specialized education and training, and community outreach programs.

The present educational focus on the environmental sciences includes studies in Wastewater Treatment, Air-Water Pollution Control and the chemical-biological and biomedical areas.

Woodbridge Campus projected as the most rapidly growing campus at Northern Virginia Community College through the year 1985 looks forward to identifying and meeting student and community needs.

Extended Learning Institute (ELI) Mission Statement

The Extended Learning Institute, a new concept in higher education, operates out of offices on Port Royal Road in Springfield, using the Annandale Campus address.

ELI course offerings are designed to provide learning opportunities to those who may not be able to take advantage of traditional classroom-based courses.

At present ELI offers such courses or programs as a full year sequence in accounting and psychology, orientation, economics, developmental courses and such specialized subjects as life-career planning and data processing.

Students enrolled through ELI participate in time-and space-free programs that are either mass-media based or self-instructional.

The Extended Learning Institute offers innovative quality education to the student who cannot, or does not choose to, be a part of the campus-based educational process.

NEW OR EXPANDED EDUCATION AND SUPPORT SYSTEMS

The education and support systems encompass the real work of the College. Plans for new or expanded programs and services are described below in the following seven areas: Degree and Certificate offerings, the Extended Learning Institute, Continuing Education Services, Cooperative Education, Public Service Activities, Learning Resource Center Services and Student Development Services.

Degree and Certificate Offerings

Table 3-3 contains a list of proposed expanded or new degree and certificate offerings by campus, including year of implementation, type of award, anticipated size of program, job opportunities and facility requirements. Before these proposed offerings are implemented, they must be justified and approved in accordance with both the College and the State Council of Higher Education for Virginia. The College Curriculum Committee is responsible for approving all expanded and new offerings.

Table 3-3

Proposed Degree and Certificate Offerings: Six Year Curriculum Plan

PROGRAM AREA Curriculum	Degree Specialization Certificate	SCHEV HEGIS CODE	Year (Fall Quarter Imple.)	Campus	Anticipated Enrollment First Year	Job Opportunity	Facility Requirements
1978-1980 BIENNIUM							
ASSOCIATE IN ARTS							
Entertainment (Music)[1]	Specialization AA	1004	1979	AL/AN/LO	20	Transfer Program	Phase II
Music Transfer (Music)	Specialization AA	1004	1979	AL/AN/LO	20	Transfer Program	Phase II
Arts/Science Transfer (Music)	Specialization AA	1004	1979	AL/AN/LO	20	Transfer Program	Phase II
Religious (Music)	Specialization AA	1004	1979	AL/AN/LO	20	Transfer Program	Phase II
BUSINESS TECHNOLOGY							
Court Reporting (Secretarial Science)	Specialization AAS	5005	1979	WO	20	More Data Needed	Existing
Data Processing[2]	Degree AAS	5103	1980	LO	50	Excellent	Existing
ENGINEERING/INDUSTRIAL TECHNOLOGY							
Machine Tool Operator	Certificate	5315	1979	AN	25-35	Excellent	Available
Recreational Vehicle/ Merine Engines	Certificate	5406	1979	AL	25	Good	Existing
Safety Management Technology	Certificate	5392	1979	AL	15	More Data Needed	Existing
Service Station Management	Certificate	5306	1979	AL	25	Good	Existing
HEALTH TECHNOLOGY							
Dental Hygiene	Degree AAS	5203	1979	AN	50	Excellent	Funded
Emergency Medical Service	Degree AAS	5201	1979	AN	60	Excellent	Available
Radiographer	Degree AAS	5207	1979	AN	25	More Data Needed	Leased Specialized Instructional Area
PUBLIC SERVICE TECHNOLOGY							
Legal Assistant (Corrections Science)	Specialization AAS	5592	1979	AL	25	More Data Needed	Existing
Parent Education	Certificate	5503	1979	AL	25	More Data Needed	Available or Funded
1980-1982 BIENNIUM							
ASSOCIATE IN ARTS							
Speech & Drama (Liberal Arts)	Specialization AA	4901	1980	AL	20	Transfer Program	Phase II
ARTS & DESIGN TECHNOLOGY							
Antiques (Interior Design)	Specialization AAS	5012	1980	LO	20	More Data Needed	Phase II
Cajun Music	Degree AAS	5599	1980	AL/LO	25/25	More Data Needed	Existing
Interior Design	Degree AAS	5012	1980	LO	20	Excellent	Existing
Media Production (Commercial Art)	Specialization AAS	5012	1980	AL	20	More Data Needed	Bailey's
Printing Technology	Degree AAS	5009	1981	AL	20	Excellent	Renovation Bailey's
Textiles (Interior Design)	Specialization AAS	5012	1980	LO	20	More Data Needed	Phase II
BUSINESS TECHNOLOGY							
Advertising Technology (Merchandising)	Specialization AAS	5004	1980	AN	20	Excellent	Existing

Table 3-3 (*continued*)

Proposed Degree and Certificate Offerings: Six Year Curriculum Plan

PROGRAM AREA Curriculum	Degree Specialization Certificate	SCHEV HEGIS CODE	Year (Fall Quarter Imple.)	Campus	Anticipated Enrollment First Yr.	Job Opportunity	Facility Requirements
Catering	Certificate	5010	1980	AN	25	Excellent	Existing
Cottage Industry Technology	Certificate	5001	1980	LO	20	Excellent	Existing
Executive Housekeeping	Certificate	5010	1980	AN	25	Excellent	Existing
Institution and Property Management (HRIM)	Specialization AAS	5010	1981	AN	40	Excellent	Existing
Travel Industry Technology (HRIM)	Specialization AAS	5010	1980	AN	40	Excellent	Existing
ENGINEERING/INDUSTRIAL TECHNOLOGY							
Air Quality Control (Environmental & Science Technology)	Specialization AAS	5493	1980	WO	6	More Data Needed	Renovation
Auto Air Conditioning & Cooling	Certificate	5306	1980	AL	15	More Data Needed	Phase II Bailey's
Auto Body Reconditioning[3]	Certificate	5306	1980	AL	16	More Data Needed	Phase II
Auto Transmission & Power Trains	Certificate	5306	1980	AL	20	More Data Needed	Phase II
Biomedical Electronics Technology (Electrical/Electronics)	Specialization AAS	5310	1981	WO	15	More Data Needed	Phase II
Broadcasting Production Technology (Broadcasting)	Specialization AAS	5008	1981	AN	30	More Data Needed	Renovation CT Bldg.
Design Engineer (Air Conditioning & Refrigeration)	Specialization AAS	5317	1980	WO	15	Excellent	Phase II
Marine Science	Degree AAS	5406	1981	WO	15	More Data Needed	Phase II
Operations Engineer (Air Conditioning & Refrigeration)	Specialization AAS	5317	1980	WO	15	Excellent	Phase II
Recreational Vehicle/ Maintenance	Certificate	5406	1980	AL	25	Good	Existing
Solar Energy Retrofit (Air Conditioning & Refrigeration)	Specialization AAS	5317	1981	WO	15	More Data Needed	Phase II
Surveying	Certificate	5309	1980	MA	25	Good	Existing
Welding[4]	Certificate	5390	1981	AL	20	More Data Needed	Phase II
PUBLIC SERVICE TECHNOLOGY							
Court Administration (Corrections Science)	Specialization AAS	5592	1981	AL	15	More Data Needed	Existing
Rehabilitation Counseling (Human Services)	Specialization AAS	5593	1980	AL	15	More Data Needed	Phase II
1982-1984 BIENNIUM							
AGRICULTURAL & NATURAL RESOURCES TECHNOLOGY							
Forestry	Degree AAS	5403	1983	LO	20	More Data Needed	Existing or Funded
Wildlife Management	Degree AAS	5492	1983	LO	20	More Data Needed	Existing or Funded
ARTS & DESIGN TECHNOLOGY							
Arts & Crafts (Commercial Art)	Specialization AAS	5012	1982	AL	16	More Data Needed	Renovation Bailey's

Table 3-3 (*continued*)

Proposed Degree and Certificate Offerings: Six Year Curriculum Plan

PROGRAM AREA Curriculum	Degree Specialization Certificate	SCHEV HEGIS CODE	Year (Fall Quarter Imple.)	Anticipated Campus	Enrollment First Year	Job Opportunity	Facility Requirements
BUSINESS TECHNOLOGY							
Aviation Electronics (Aviation Administration)	Specialization AAS	5091	1983	MA	30	More Data Needed	Renovation
Baking	Certificate	5010	1982	AN	30	More Data Needed	Existing
Computer & Peripheral Equipment Operator	Certificate	5103	1982	AN	25	Excellent	Existing
Culinary Arts	Certificate	5010	1982	AN	30	More Data Needed	Existing
ENGINEERING/INDUSTRIAL TECHNOLOGY							
Biomedical Equipment (Electrical/Electronics)	Specialization AAS	5310	1983	AN	25	More Data Needed	Phase VI
Carpentry	Certificate	5390	1982	MA	25	Excellent	Phase IIA
Concrete Finishing	Certificate	5390	1982	MA	25	Excellent	Phase IIA
Diesel Mechanics	Specialization AAS	5306	1983	MA	25	More Data Needed	Existing
Electrician	Certificate	5310	1982	MA	25	Excellent	Phase IIA
Environmental Engineering Technology (Environmental & Science Technology)	Specialization AAS	5493	1982	WO	20	More Data Needed	Renovation
Environmental Health (Environmental & Science Technology)	Specialization AAS	5493	1983	WO	10	More Data Needed	Renovation
Environmental Resources Technology (Environmental & Science Technology)	Specialization AAS	5493	1983	WO	6	More Data Needed	Renovation
Erosion Control (Environmental & Science Technology)	Specialization AAS	5493	1983	WO	6	More Data Needed	Renovation
Furniture Repair/Construction	Certificate	5390	1983	AL	20	More Data Needed	Bailey's
Heavy Equipment Repair (Auto. Technology)	Specialization AAS	5306	1983	MA	25	Good	Phase IIA
Masonry	Certificate	5390	1982	MA	25	Excellent	Phase IIA
Pest Control	Certificate	5493	1983	WO	20	More Data Needed	Renovation
Plumbing	Certificate	5390	1982	MA	25	Excellent	Phase IIA
River & Stream Hydrology (Environmental & Science Technology)	Specialization AAS	5493	1983	WO	8	More Data Needed	Renovation
Sheet Metal Work	Certificate	5390	1982	MA	25	Excellent	Phase IIA
Upholstery	Certificate	5390	1983	AL	16	More Data Needed	Bailey's
Water Supply Technology (Environmental & Science Technology)	Specialization AAS	5493	1983	WO	12	More Data Needed	Renovation
HEALTH TECHNOLOGY							
Health Inspection Technology	Degree AAS	5408	1983	AN	25	More Data Needed	Existing
Licensed Practical Nurse	Certificate	5208	1984	AN	50-75	Excellent	Phase VI
Medical Lab. Technology[5]	Degree AAS	5205	1983	AN	25	More Data Needed	Renovation
Medical Office Assistant	Degree AAS	5214	1983	AN	35	More Data Needed	Existing
PUBLIC SERVICE TECHNOLOGY							
Early Childhood Development (Educational Services)	Specialization AAS	5503	1983	LO	20	More Data Needed	Existing

Table 3-3 (*continued*)

Proposed Degree and Certificate Offerings: Six Year Curriculum Plan

PROGRAM AREA Curriculum	Degree Specialization Certificate	SCHEV HEGIS CODE	Year (Fall Quarter Imple.)	Campus	Anticipated Enrollment First Year	Job Opportunity	Facility Requirements
Juvenile & Children Services (Corrections Science)	Specialization AAS	5502	1982	AL	15	More Data Needed	Existing
Leisure & Retirement Plan (Recreation & Parks)	Specialization AAS	5506	1983	LO	20	More Data Needed	Existing
Services for the Deaf (Human Services)	Specialization AAS	5503	1983	AL	15	More Data Needed	Phase II
1984-1986 BIENNIUM							
ASSOCIATE IN ARTS							
Costume/Set Design (Theatre Arts)	Specialization AA	1007	1985	LO	20	Transfer Program	Phase II
Journalism	Degree AA	0602	1985	AL/LO	20/20	Transfer Program	Phase II
Performing Arts (Theatre Arts)	Specialization AA	1007	1985	LO	20	Transfer Program	Phase II
Sound Production (Theatre Arts)	Specialization AA	1007	1985	LO	20	Transfer Program	Phase II
Speech Communication (Liberal Arts)	Specialization AA	4901	1984	AL	15	More Data Needed	Phase II
Stage Management (Theatre Arts)	Specialization AA	1007	1985	LO	20	Transfer Program	Phase II
Theatre Arts	Degree AA	1007	1985	AL/LO	20/20	Transfer Program	Phase II
AGRICULTURAL & NATURAL RESOURCES TECHNOLOGY							
Agricultural Business	Degree AAS	5402	1984	LO	20	More Data Needed	Existing or Funded
ARTS AND DESIGN TECHNOLOGY							
Media Production	Degree AAS	5077	1984	LO	20	More Data Needed	Phase II
ENGINEERING/INDUSTRIAL TECHNOLOGY							
Chemical Technology (Environmental & Science Technology)	Specialization AAS	5493	1984	WO	8	More Data Needed	Renovation
Radio and TV Repair	Certificate	5310	1984	AN	25	Good	Existing
Solar Energy Technology (Air Conditioning & Refrigeration)	Specialization AAS	5317	1984	WO	15	More Data Needed	Phase II
Surveying[6]	Certificate	5309	1984	AL	15	Good	Phase II
HEALTH TECHNOLOGY							
Cytotechnology	Degree AAS	5205	1984	AN	25	More Data Needed	Phase VI
Dialysis & Cardiac Technology	Degree AAS	5205	1984	AN	25	More Data Needed	Phase VI
Histological Technology	Degree AAS	5205	1984	AN	25	More Data Needed	Phase VI
Occupational Therapy	Degree AAS	5210	1984	AN	25	Good	Phase VI
PUBLIC SERVICE TECHNOLOGY							
Administration of Volunteer Programs (Human Services)	Specialization AAS	5503	1985	AL	15	More Data Needed	Existing
Cosmetology	Certificate	5595	1984	MA	25	Good	Renovation
Fire Protection Engineering & Loss Control (Fire Science)	Specialization AAS	5507	1984	AL	15	More Data Needed	Phase II

[1]The name of the degree appears in parenthesis.
[2]Already offered at the Alexandria, Annandale, Manassas and Woodbridge Campuses.
[3]Already offered at the Alexandria Campus.
[4]Already offered at the Manassas Campus.
[5]Presently offered at the Alexandria Campus, to be relocated at Annandale Campus.
[6]This program is to be initiated at the Manassas Campus in 1980.

Extended Learning Institute

In its first three and one-half years of operation the Extended Learning Institute (ELI) has over 12,000 enrollments. This year ELI will serve approximately 4,000 students enrolled in 20 courses. In future years the Institute plans to add at least three courses to its offerings each year with student enrollment increasing proportionately. Within five years, as ELI broadens its instructional delivery capacity, it is estimated that yearly enrollments will reach at least 10,000.

Additional courses to be offered through ELI will be selected according to three basic criteria: (1) those courses which adult students indicate are most needed for self-improvement or career advancement; (2) those courses which are of special interest to the greatest number of adults in the communities served by NVCC; and (3) those courses which are applicable to the greatest number of curricular programs at NVCC.

As a part of the continuing effort to improve instruction in all of its courses, ELI is implementing a computer-based instructional course component called the Response System with Variable Prescriptions (RSVP). This system will enable the Institute to provide students with more individualized diagnosis and feedback resulting in more effective instruction. Courses developed or acquired by ELI will be multimedia, employing those media which can most effectively accomplish designated instructional goals.

Curricular and instructional decisions made at ELI in the coming years will be based on a systematic assessment of the needs and interests of its potential students. Those needs and interests will be identified which can best be met through ELI's nontraditional instructional delivery system. New courses and services will be designed to meet these needs. New delivery methods and new media will be employed as necessary to bring these courses and services to students. As new individual and community needs arise due to shifting sociological and economic conditions, ELI will alter or expand its program in any way necessary to be of maximum benefit to the clientele it serves.

Continuing Education Services

The long-range plans for continuing education include a strong movement into community-based education. This direction will include expansion of credit courses and non-credit courses off-campus. Bringing educational programs and services closer to the homes of more residents in Planning District Eight is not only a philosophically sound concept, but also a pragmatic one in view of limited facilities and energy shortages. Facilities are discussed later in this chapter; however, the entire impact of the energy crisis and its potential effect on the community college can be considered here as part of continuing education.

Energy shortages may be the compelling reason to spread all the programs of the College to a large number of small centers throughout the region. Bussing, satellite parking and computer-assisted student car pools are currently under consideration. Further, radical changes in class scheduling are being discussed as a way of reducing the miles students travel per week to campus.

Cooperative Education

Continuing education will also move toward establishing cooperative education programs on all campuses. With the high number of working students enrolled, the employability of students in programs, and their strong interest in on-the-job training to enhance their programs, cooperative education will probably grow dramatically during the next six years, with expansion at the rate of several hundred students per year. By 1984, 2,000 students will co-op if the current rate of growth remains unchanged. Although the Allied Health programs will be unable to participate because of certification requirement, additional Social Science and Humanities curricula may be incorporated into the program and opportunities expanded in the Natural Sciences.

The development of a closer relationship between cooperative education and the student placement and career counseling activities at the campus level will be studied because students would benefit by being provided greater career assistance. Since career education opportunities in the College have a major impact on the community, increased and unified career assistance is an appropriate goal.

Another goal is to expand the model articulation program currently in operation between NVCC and the American University. This program has allowed co-op students to transfer to American University and continue their co-op experience with a federal employer. The College hopes to establish a similar arrangement with other four-year institutions which offer co-op.

The general objective and the component requiring the most time in cooperative education is the constant job development process whereby new employees and additional students are always sought. Efforts in job development opportunities will continue to be sought in industry and business as well as in local, state and Federal governmental agencies.

Public Service Activities

The future of the College's continuing education and public service activities is tied to two critical elements: funding and facilities. A reduction of funds for community services programs has been discussed in legislative hearings. The ability of the College to meet the needs of Planning District Eight and the demands of a comprehensive community college can be seriously impaired by the withdrawal of funding. Facilities, too, will limit the program. Most campuses have 100% room utilization on most

evenings; several campuses estimate that by 1986 they will be using all available off-campus sites if construction of additional campus facilities is not completed.

In the future public service activities will be expanded to reach more citizens, probably in more off-campus, community-based locations. Offering the programs in more easily accessible facilities will increase citizen participation. Thus, the public service activities of the College will continue to expand, assuming adequate funding and availability of space, even without the projected 127,000 increase in population by 1986.

Learning Resource Center Services

The ability of the Learning Resource Centers to adequately provide a growing constituency with library, audio-visual, and learning laboratory services will depend upon future plans for commensurate growth in facilities and staff.

Space needs for all LRCs will continue to expand as the collections increase and as new programs and services are approved. Changes in technology also alter space and staff needs as well as increase the capability of resource sharing through local and regional networking. An essential element in future LRC planning for the College is a provision for participation in state and/or national cooperative programs.

Student Development Services

Major changes will be seen in the student development areas: (1) use of computer terminals in admissions, registration, financial aids, and certain types of counseling; (2) increased development of centers or specialized counselors to deal with handicapped students (not only the physically handicapped, but also students with learning disabilities); (3) increased use of counselors trained in working with international students; (4) less emphasis on veterans's benefits because significantly fewer veterans will be eligible for benefits; (5) greater sophistication of four-year college transfer manuals; (6) greater emphasis on job placement; and (7) continued growth of financial aid resources for needy students.

These changes are already in progress and should reach fruition in the next six years. However, student development services are most frequently the first to be affected by changes within the society (even brief, short-term changes.) The ability of student development services to expand in the areas of change will be greatly dictated by availability of personnel.

IMMEDIATE AND LONG RANGE RESOURCE NEEDS

The ability of the College to develop rests heavily on the availability of resources including personnel, facilities, financial and information.

Personnel

The College will need to employ additional classified staff as well as teaching and administrative faculty as the student enrollment increases. College positions are determined by the formulae which are primarily based on the number of full-time equivalent students. There are, of course, variations in the projected increase which reflect changes in educational approaches, increases of laboratory space, increases in off-campus credit hours generated, and the fact that growth in certain services is not proportional to full-time equivalent student increases.

Tables 3-4, 3-5, and 3-6 project personnel increases. The percentage of change for each line entry must be compared to the 18% annual full-time equivalent student increase projected between 1976-77 to 1985-86. For instructional positions, the overall percentage increase of 39% reflects the understaffing that currently exists and the heavy reliance on adjunct faculty to make up the difference. The overall percentages for increases in classified staff and administrative positions are 31% and 23%, respectively.

Table 3-4
Projected FTE Instruction Positions

Sub-Program	ACTUAL 76-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	% Change
General Academic Instruction P-3 Faculty	479.96	531.35	560.80	596.69	620.34	643.09	651.79	660.17	668.39	676.23	41%
General Academic Instruction Lecturers	229.96	243.60	309.82	298.89	306.49	316.70	316.24	325.10	329.16	333.02	45%
Community Education Instructional Faculty	22.37	24.61	25.15	27.18	28.25	29.30	29.69	30.07	30.45	30.80	38%
Public Service Instructional Faculty	2.80	3.06	3.15	3.41	3.54	3.67	3.72	3.77	3.81	3.86	38%
Off Campus Instructional Faculty	5.27	6.29	7.00	7.19	7.44	7.68	7.85	7.92	8.02	8.12	54%
Summer Session Instructional Faculty	101.50	104.00	105.00	106.00	106.81	110.72	112.21	113.69	115.09	116.45	15%
Total	841.53	912.36	1000.92	1034.36	1071.87	1111.16	1121.50	1140.72	1154.92	1168.48	39%

Table 3-5

Projected Administrative Faculty FTE Positions

Sub-Program	ACTUAL 76-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	% Change
General Academic Instruction	5.00	5.00	5.00	5.24	5.44	5.64	5.72	5.79	5.86	5.94	19%
Community Education	2.00	2.00	2.00	2.00	2.00	2.04	2.07	2.09	2.12	2.14	7%
Library	19.00	19.00	21.33	23.98	24.93	25.84	26.19	26.53	26.86	27.18	43%
Academic Support	37.50	39.00	39.00	39.00	39.50	39.79	40.33	40.85	41.36	41.84	12%
Student Services	54.25	56.25	57.72	60.14	62.51	64.81	65.69	66.53	67.35	68.15	26%
Institutional Support	13.63	15.00	15.00	15.00	15.00	15.30	15.51	15.71	15.91	16.09	18%
Total	131.38	136.25	139.85	145.36	149.38	153.42	155.51	157.50	159.46	161.34	23%

Table 3-6

Projected Classified FTE Positions

Sub program	ACTUAL 76-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	% Change
AFSCME Positions	57.26	77.50	90.61	105.79	109.98	114.01	115.55	117.04	118.49	119.88	109%*
General Academic Instruction	65.50	69.00	69.00	70.06	72.83	75.50	76.52	77.51	78.47	79.39	21%
Community Education	1.50	1.50	1.89	1.89	1.96	2.04	2.07	2.09	2.12	2.14	43%
Library	37.75	37.5	37.75	38.00	39.12	40.55	41.11	41.63	42.15	42.65	13%
Academic Support	68.40	69.40	69.40	69.40	70.07	72.64	73.62	74.57	75.50	76.40	12%

Table 3-6 (*continued*)

Projected Classified FTE Positions

Sub-Program	ACTUAL 76-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	% Change
Student Services	89.75	92.75	93.00	93.50	94.96	98.45	99.78	101.08	102.32	103.52	15%
Institutional Support	85.50	91.50	91.50	92.46	96.11	99.63	100.99	102.29	103.57	104.78	23%
Logistical Support	51.50	52.50	58.33	61.52	63.95	66.29	67.20	68.06	68.90	69.72	35%
Plant Staff	76.00	81.00	84.00	86.41	89.82	93.12	94.38	95.60	96.78	97.92	29%
Total	533.16	572.90	595.48	619.03	638.80	662.23	671.22	679.87	688.30	696.40	31%

*Note that the majority of this increase occurs before Fall 1979.

Facilities

Table 3-7 describes the facilities planned for each of the campuses, and reflects square footage plans for construction of remaining phases. Table 3-8 describes the prioritization of construction of facilities, the source of funds, and the target completion date, which is tentative for unfunded projects. It should be noted that all campuses are below the SCHEV approved space authorization for the College. Alexandria, Annandale, and Woodbridge Campuses are critically below authorized per student square footage.

In analyzing projected facilities needs, it is helpful to look at all the approved and funded projects that use State capital outlay money or funds provided by local jurisdictions, as well as at projected construction.

Table 3-7

Construction Phases by Campus
Northern Virginia Community College

ALEXANDRIA CAMPUS				
PHASE	BUILDING NAME	SQUARE FEET	BEGIN PROJECT	COMPLETION
Existing Phase I		122,334		
Phase II	Classroom & Administrative Building & Power Engineering Building	101,077-Funded	1978	1980
Phase III	Laboratories & Classrooms	140,000-Unfunded	1982	1984
Phase IV	Laboratories & Classrooms	70,000-Unfunded	(Beyond 1986)	
Phase V	Physical Education	70,000-Unfunded	(Beyond 1986)	
Total Gross Square Feet — ALEXANDRIA:		503,411		

Table 3-7 (*continued*)

Construction Phases by Campus
Northern Virginia Community College

ANNANDALE CAMPUS

PHASE	BUILDING NAME	SQUARE FEET	BEGIN PROJECT	COMPLETION
Existing Phases I thru IV		334,399	1978	1979
Phase II	Dental Laboratory	Renovation of existing 2,540-Funded	1978	1979
Phase III	Dental Laboratory	2,311-Funded	1978	1979
Phase V	Applied Arts Laboratories & Classrooms	103,100-Unfunded	1979	1981
Phase VI	Science & Health Technologies	40,000-Unfunded	1982	1984
Phase VII	Occupational Laboratory & Classrooms	80,000-Unfunded	(Beyond 1986)	
Phase VIII	Physical Education	94,400-Unfunded	(Beyond 1986)	
Total Gross Square Feet — ANNANDALE:		656,750		

LOUDOUN CAMPUS

PHASE	BUILDING NAME	SQUARE FEET	BEGIN PROJECT	COMPLETION
Existing Phase I		91,461		
Phase II	Applied Arts Laboratory Classroom & Science Building Addition	60,000-Unfunded	1980	1982
Phase III	Classroom Building	60,000-Unfunded	(Beyond 1986)	
Phase IV	Natural Science Building Addition & Physical Education	60,000-Unfunded	(Beyond 1986)	
Phase V	Physical Education	39,000-Unfunded	(Beyond 1986)	
Total Gross Square Feet — LOUDOUN:		310,461		

MANASSAS CAMPUS

PHASE	BUILDING NAME	SQUARE FEET	BEGIN PROJECT	COMPLETION
Existing Phase I		85,310		
Phase II	Classroom Laboratory Building	60,000-Unfunded	1980	1982
Phase IIA	Addition to Power Technology Building	25,000-Unfunded	1980	1981
Phase III	Classrooms & Laboratory & Addition to Power Technology Building	60,000-Unfunded	(Beyond 1986)	
Phase IV	Applied Arts Laboratory & Classroom	60,000-Unfunded	(Beyond 1986)	
Phase V	Physical Education	40,000-Unfunded	(Beyond 1986)	
Total Gross Square Feet — MANASSAS:		330,310		

Table 3-7 (*continued*)

Construction Phases by Campus
Northern Virginia Community College

WOODBRIDGE CAMPUS

PHASE	BUILDING NAME	SQUARE FEET	BEGIN PROJECT	COMPLETION
Existing Phase I		81,415		
Phase I	HVAC Building	3,000-Unfunded	1978	1979
Phase II	Classroom Building	60,000-Unfunded	1979	1981
Phase II	HVAC Building**	3,000-Unfunded	1979	1981
Phase III	Classroom Laboratory Building	60,000-Unfunded	(Beyond 1986)	
Phase III	HVAC Building**	3,000-Unfunded	(Beyond 1986)	
Phase IV	Applied Arts Laboratories & Classroom Building	60,000-Unfunded	(Beyond 1986)	
Phase IV	HVAC Building**	3,000-Unfunded	(Beyond 1986)	
Phase V	Physical Education	40,000-Unfunded	(Beyond 1986)	
Total Gross Square Feet — WOODBRIDGE:		313,415		

**Buildings Added to HVAC Building in 4 Phases.

Total Gross Square Feet for the College: 2,114,347.

PLANNED ADDITIONAL TEMPORARY BUILDINGS

ANNANDALE CAMPUS		
PARCOS Building Addition	Faculty Offices	1,520 Gross Square Feet

REQUESTED TEMPORARY BUILDINGS*

ALEXANDRIA CAMPUS	Security & Maintenance Building	2,775 Gross Square Feet
WOODBRIDGE CAMPUS	Art Studio Building	1,950 Gross Square Feet

*Requested by the Campus involved.

COLLEGE SERVICES BUILDING

A new College Services Building consisting of approximately 26,910 gross square feet, and to be located on the Annandale Campus to house the College Staff has been authorized for planning only. A total of $92,108 has been authorized for planning purposes. The 1979 General Assembly is being requested to appropriate $1,773,534 to construct this building, and an additional $187,894 of local capital outlay is being provided by the local jurisdictions for site planning.

Table 3-8

Capital Outlay Projects
Northern Virginia Community College

PROJECT	STATE FUNDS	LOCAL FUNDS	TOTAL	COMPLETION DATE
	1978 - 1980 Biennium (All projects are funded except where noted)			
Phase II — Alexandria	$ 5,926,615[1]	$ 325,916	$ 6,252,531	1980
Phase I Renovation — Alexandria	370,000	—0—	370,000	1980
Phase II — Dental Lab — Annandale	285,000	—0—	285,000	1978
Phase III — Dental Labs — Annandale	1,200,000	—0—	1,200,000	1979
Parking lot — access road and tennis courts — Woodbridge	—0—	773,185	773,185	1979
Physical Education; Multi-purpose Courts — Alexandria	—0—	813,203 Unf.	813,203	1981
Tennis Court Lighting (Annandale, Loudoun, Manassas, Woodbridge)	—0—	66,400	66,400	1978
PE Facilities — Manassas	—0—	94,000	94,000	1978
PE Facilities — Woodbridge	—0—	94,000	94,000	1978
College Maintenance Bldg. — Manassas	—0—	172,230 Unf.	172,230 Unf.	1979
HVAC Laboratory Bldg. — Woodbridge[2]	118,062 Unf.	112,850 Unf.	230,912 Unf.	1979
Plaza Repair — Annandale	82,143	—0—	82,143	1979
Phase IVA — College Svcs. Bldg. — AN[3]	1,773,534 Unf.	187,894 Unf.	1,961,428 Unf.	1980
Phase V — Applied Arts Bldg. — AN	7,603,829	249,941 Unf.	7,853,770 Unf.	1980
Phase II — Woodbridge	4,068,321 Unf.	927-925 Unf.	4,996,246 Unf.	1980
Plaza Extension — Annandale	—0—	813,203 Unf.	813,203 Unf.	1981
Parking Lot — Manassas	—0—	189,934	189,934	1979
Parking Lot — Loudoun	—0—	189,934	189,934	1981
Child Care Center — Loudoun[4]	—0—	398,088 Unf.	398,088 Unf.	
Biedorf Memorial Amphitheater — AL[5]	—0—	261,987 Unf.	261,987 Unf.	
Animal Science Facility — LO[6]	—0—	123,589	123,589	1978
Maintenance Building — Woodbridge	—0—	90,350	90,350	1978
Landscaping — Alexandria	—0—	20,000 Unf.	20,000 Unf.	1980
Lake Improvement — Annandale	—0—	11,000	11,000	1978
Campus Signs — AL, AN, LO, MA	—0—	10,000	10,000	1978
Jogging Trail — Alexandria	—0—	10,000 Unf.	10,000 Unf.	1980
Drinking Fountain — Alexandria	—0—	1,500 Unf.	1,500 Unf.	1980
Landscaping — Alexandria	—0—	10,000 Unf.	10,000 Unf.	1979
Landscaping — Manassas	—0—	11,000 Unf.	11,000 Unf.	1979
Putting Green — Alexandria	—0—	1,500 Unf.	1,500 Unf.	1980
Lake Improvement — Annandale	—0—	7,000 Unf.	7,000 Unf.	1979
Total Funded	$ 7,863,758	$ 1,968,308	$ 9,832,066	
Total Unfunded	$13,563,746	$ 3,998,321	$17,562,067	
Total Funded & Unfunded	$21,427,504	$ 5,966,629	$27,394,133	
	1980 - 1982 Biennium			
Phase II and Phase IIA — Manassas	$ 4,745,224	$ 1,701,567	$ 6,446,791 Unf.	
Phase II — Loudoun	3,814,691	1,800,118	5,614,809 Unf.	
Total	$ 8,559,915	$ 3,501,685	$12,061,600	

Table 3-8 (*continued*)

Capital Outlay Projects
Northern Virginia Community College

PROJECT	STATE FUNDS	LOCAL FUNDS	TOTAL	COMPLETION DATE
1982 - 1984 Biennium				
Phase II — Alexandria	$16,318,400	$ 929,252	$17,247,652 Unf.	
Phase VI — Annandale	4,662,400	309,083	4,971,483 Unf.	
Total	$20,980,800	$ 1,238,335	$22,219,135	
College Total Funded	$ 9,755,345	$ 1,837,295	$11,593,295	
College Total Unfunded	$41,230,865	$ 8,620,951	$49,851,816	
Grand Total	$50,986,219	$10,458,892	$61,445,111	

[1]Includes Bond Referendum funds of $5,800,000 and Planning Funds of $136,615 previously provided.
[2]Requested for State Funding in the 1976-78 Biennium under Section 191h of the current Appropriation Act.
[3]Planning Funds only appropriated by 1978 legislature.
[4]Source of funding — Northern Virginia Community College Child Care Centers, Inc.
[5]Source of funding — Contributions.
[6]Animal Science Facility, Loudoun Campus, also includes Federal Vocational Education Funds in the amount of $204,785.

Table 3-9

Projected Budget Requirements

NATURE OF REQUIREMENTS	1976-1978 Genl. Fund	1976-1978 Spec. Fund	1978-1980 Genl. Fund	1978-1980 Spec. Fund	1980-1982 Genl. Fund	1980-1982 Spec. Fund	1982-1984 Genl. Fund	1982-1984 Spec. Fund
Continue Present Level of Activities	37,615,805	14,368,715	41,030,510	14,368,715	44,583,335	14,368,715	48,544,745	14,368,715
Change in Work Load For Present Level of Activities			5,448,290	2,037,680	6,632,540	2,480,595	7,201,780	2,693,495
New or Changed Services			475,700	177,915	169,610	63,435	384,110	143,660
Total	37,615,805	14,368,715	46,954,500	16,584,310	51,385,485	16,912,745	56,130,635	17,205,870
Biennium Total	51,984,520		63,538,810		68,298,230		73,336,505	
% Increase of Biennium Total			22.23%		7.49%		7.38%	
% of increase due to new or changed services			5.66%		4.90%		10.48%	
% from Special Funds within each Biennium	27.64%		26.10%		24.76%		23.46%	

Budget

The projected budget requirements for the College shown in Table 3-9 are based on the previously described College enrollment projections approved by SCHEV. The budget projections also reflect an inflation factor, which is obviously an approximation since it forecasts six-years hence. The inflation factor percentage is developed by State budget planning officers and is used throughout the Commonwealth.

Information

In the past year data has been recognized as a major administrative resource and data base technology recognized as the method of centralized data element management. The College is developing integrated data bases and a comprehensive network of information. Systems will be specifically designed to fulfill the unique needs and requirements of the College. The data bases and information systems will be compatible with the VCCS Management Information System.

As the student information and course schedule management systems become fully designed and implemented, the next systems development effort will be directed towards the second and third priorities as called for in the Phase I, Information Systems Planning Study of May 1976. The second priority is the application of the data generated through the student information and course/schedule management systems to the further development and refinement of college needs assessment, institutional planning, research and evaluation, and budgeting.

The third priority is to improve the processing of learning resource materials through the Media Processing Center. This improvement should markedly increase the availability of materials to students and faculty and has the potential to reduce processing costs by a substantial amount.

The College is also actively participating with the VCCS Management Information System Planning Committee to develop accounting and personnel/payroll systems which will meet operational and management information requirements of both the College and the VCCS. These systems should be implemented fully during the next two years.

The College is also improving computing support to the academic area. Expansion of this support is based on a recent study of academic computing needs.

Chapter IV. Significant Issues Facing Northern Virginia Community College

This chapter treats four issues facing the College. Although many issues might be described as significant, this chapter focuses on major internal issues for the College: (1) projected campus size and optimum campus size; (2) campus service areas; (3) control of course distribution by campus; and (4) establishment and implementation of new or expanded degrees and certificates.

PROJECTED CAMPUS SIZE — OPTIMUM CAMPUS SIZE

The issue concerning campus size is significant because decisions made in 1978 will continue to have a ripple effect through 1985. The projected enrollment of campuses through 1989 was presented in Chapter III. The size of each campus may be changed by the prioritization of facilities (including parking), budget, and personnel allocation, as well as by program assignment.

Before attempting to control or skew the campus size, however, the question of whether there is an optimum campus size must be explored. The conclusions of several researchers who have explored this question vary widely. Careful analysis of what is meant by *optimum* reveals different ideas. For some, *optimum* means the delivery of a breadth of courses and programs without having to duplicate facilities on different campuses to accommodate students. For others, *optimum* is the point beyond which a campus stops meeting specialized needs of individual students because of size. Others define *optimum* on the basis of operational procedures.

Other criteria for determining what is optimum must also be considered: (1) optimum size given the population of the campus service area; (2) optimum size based on available public transportation; (3) optimum size for community services as opposed to just curricular choices; (4) optimum size to avoid duplication of costly programs where the additional facilities will be unused for periods of the days; and (5) optimum size for positive environmental impact by reducing traffic congestion and pollution.

Thus, given different definitions of *optimum*, the ideal number of students will vary.

Without conclusive evidence to point to a specific optimum number of students per campus, items affecting campus size will provide information about optimum campus size. A basic assumption in this analysis is that, given no real attempt to control campus size, each campus will develop to create its most positive impact on the community even while operating with budget, personnel and facility deficiencies.

Population most greatly affects enrollment. The trends in population are for growth throughout the area, to a much lesser extent closer to Washington, D.C., and more extensive radiating outward from the city. With a larger number of established occupational programs, with easier transfer from community college to four-year institutions, and with continued high profile recruiting, the enrollment will continue to rise at all campuses during the next six years.

The site limitations of each campus may be a significant factor in reducing the growth in student body on the campuses. Alexandria and Annandale Campuses are limited by their acreage. Their lack of space may increasingly limit their accommodating more students. All campuses are using off-campus facilities, however; while the danger of occupying all such available facilities in certain campus service areas by 1985 has been projected, this probably will not occur before then.

Another aspect of site limitations is parking. Each campus has sufficient space for construction of all phases; the students who will occupy the new facilities will also need parking space. Parking can definitely limit campus size, particularly if only on-grade parking is considered.

Table 4-1 projects parking plans through the completion of all phases of the College.

Table 4-1

Projected Parking Plan

Summary All Campuses	Parking Structure	Parking on Grade	Total Spaces
Alexandria	3,500	910	4,410
Annandale	1,850	3,430	5,280
Loudoun		3,000	3,000
Manassas		3,000	3,000
Woodbridge		3,000	3,000
Total	5,350	13,340	18,690

In light of the enrollment projections, projected parking facilities and the increasing availability of public transportation in the Annandale and Alexandria areas, there appears to be no need to control the size of any one campus for the sole reason of parking. If parking were to become a serious problem because multi-level parking structures could not be built, there are other alternatives to parking on the Alexandria and Annandale Campuses already being discussed.

Facilities shortages are expected to force more and more classes into both rental and donated space. Percentage of FTES at rented facilities grew from 4.81% of total FTES in Winter 1976 to 7.55% a year later. The impact of these facilities on enrollment will not lessen the growth.

The campus mission and the Extended Learning Institute will also affect campus size. The campus mission carries the greatest impact as a limitor of size because the occupational-technical programs associated with the campus missions generally have specialized and very finite lab space. Because these specialized spaces are not available in the community, the specialized programs on each campus will grow only as new permanent facilities become available. The impact of not funding new construction would be most negatively felt on the specialized curricula. The Extended Learning Institute will increase the enrollment throughout the College as the number of its time/space free programs increases.

Each campus thus should be allowed to grow as the population in its service area dictates, recognizing that such growth may require more extensive use of off-campus facilities and that each campus may be limited in its ability to accommodate students in certain specialized programs until permanent facilities are expanded. No curriculum, however, should be extended to additional campuses if there is a clear danger of under-enrollment in that program at another campus.

ESTABLISHMENT OF CAMPUS SERVICE AREAS

Boundaries between campuses are not firm walls but are sketched to form the basis for jurisdictional accountability. Most of the boundaries suggested in Figure 4-1 follow Policy Analysis District lines that are in close agreement with census tracts and traffic planning areas. Furthermore, these boundaries reflect the realities of current enrollment patterns at the five campuses. The close match to census tracts is vital if the College is to improve its ability to use demographic data concerning Planning District Eight.

Alexandria Campus

The Alexandria service area contains Policy Analysis Districts 551, 452, 541, 341, 342, 332, 442, 443, 231, 232, 233, 131, 132, 133, 234, 334, 335, 336, 337, 237, 236, 235, and 333; 651 and 552 except for the Ft. Belvoir sections; and the eastern portions of 453 and 454. This service area is bordered on the south by a line that begins at Dogue Creek, follows the eastern and northern boundaries of Ft. Belvoir to Telegraph Road, proceeds to the junction of Route 1 and Route 641, then follows northwest on Route 641 to I-95. Follow I-95 to the I-495 (Beltway), cross Beltway and proceed on I-395 to zip code boundary 22312 to Lake Barcroft at Route 244. From Lake Barcroft follow the zip code boundary of 22041 to the Arlington-Fairfax County line. Follow the Arlington County line to the Potomac River. The Potomac River is the eastern and northeastern boundary of the Alexandria Campus service area.

Annandale Campus

The Annandale service area includes Policy Analysis Districts 657, 557, 457, 656, 556, 456, 655, 555, 455, 554, and 654; the western portion of 454 and 453; and the northern two-thirds of 553 and 653. The western border of the service area can be determined by following the western boundaries of Planning Analysis Districts 657, 656, 655, and 654 to Burke Lake to Route 641. Then follow Route 641 to I-95. Proceed north on I-95 to the I-495 (Beltway), then to zip code boundary 22312 on to Lake Barcroft. From Lake Barcroft proceed to zip code boundary 22041 to the Arlington-Fairfax County line. The northern boundary is co-terminous with the Arlington County line to the Potomac River.

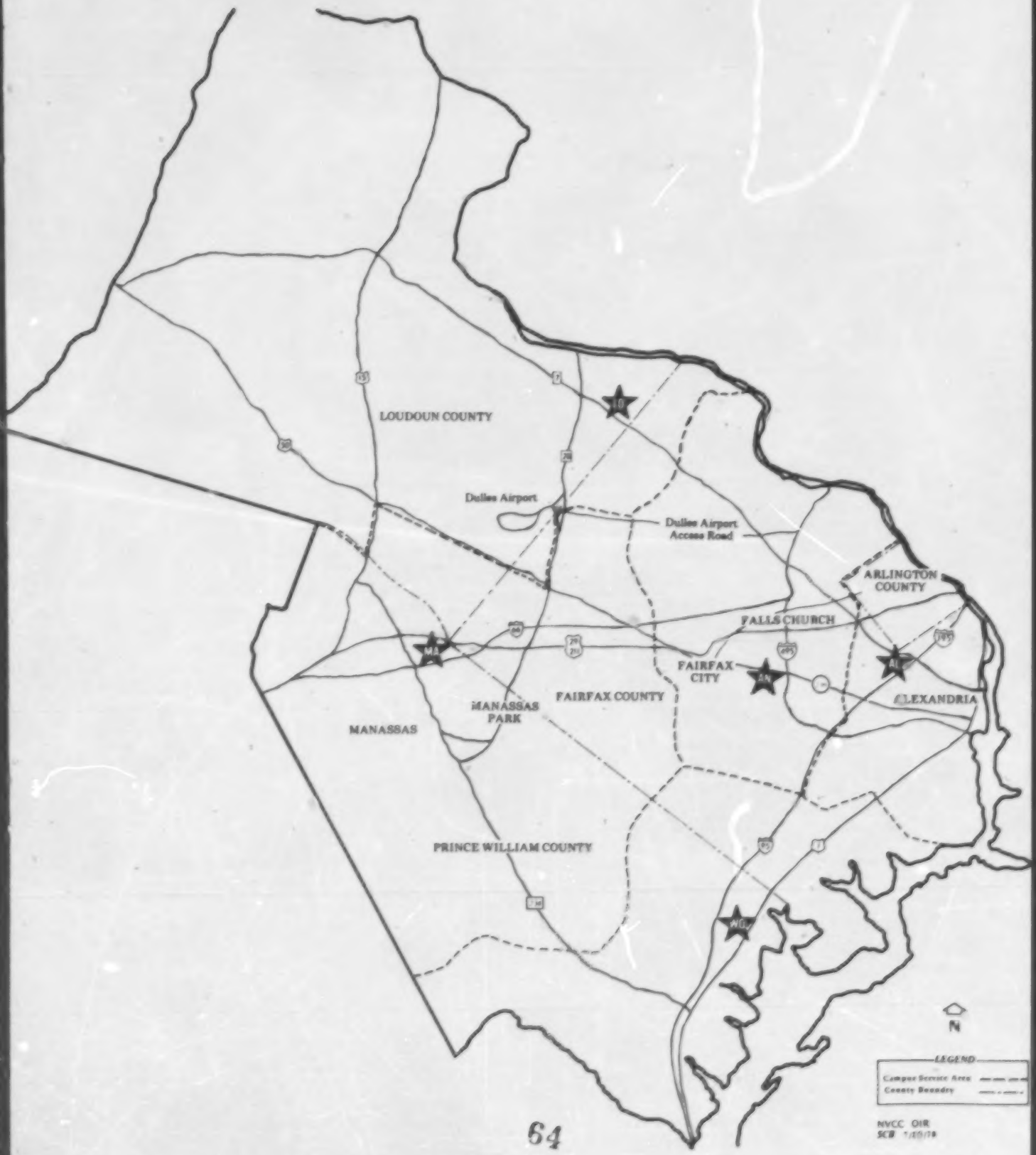
Loudoun Campus

The Loudoun service area includes Policy Analysis Districts 867, 866, 766, 767, and 757; and the northeastern two-thirds of 865. The service area is bordered on the north and northeast by the Potomac River, on the northwest by West Virginia. From the West Virginia border, proceed to the Fauquier County line to Bull Run and then on to Route 15. Follow Route 15 to Route 50 and proceed east on Route 50 past the Dulles International Airport to Route 28. Follow Route 28 north to the Dulles Access Road, east to the 657 Policy Analysis District border and north to the Potomac River.

Manassas Campus

The Manassas service area includes Planning Analysis Districts 875, 874, 775, 774, 754, 755, and 756; the top half of 873, 773, and 753; and the bottom one-third of 865. The perimeter of this service area can be determined by following the boundary of the Quantico Naval Reservation on the south and the Prince William County line along the western and south-western boundaries. The southeastern

Figure 4-1
Campus Service Areas



64

boundary of this service area runs from Independence Hill to Burke Lake, by following Route 234 to the Juvenile Detention Center, proceeding across the power line to the zip code boundaries 22193, 22192, and 22039 to the west and north of Dale City, and following along Route 645 on the north of Burke Lake. Next follow the boundaries of 754, 755, and 756 to the Dulles Access Road and proceed west to Route 28. Follow Route 28 south and then west on Route 50 to Route 15. Once on Route 15, proceed to Bull Run and then west to the Fauquier County border.

Woodbridge Campus

The Woodbridge service area includes Planning Analysis Districts 871, 771, and 751; half of 653, 873, 773, and 753; and the Ft. Belvoir sections of 651, 552, and 553. The perimeter of this service area follows the boundaries of the Stafford and Fauquier Counties on the south, Quantico Naval Reservation from the Fauquier County border on the northwest to Independence Hill, and on toward Burke Lake along Route 234 to the Juvenile Detention Center, across the power line to the zip code boundaries 22193, 22192, and 22039, then to Route 645 and on to Burke Lake. On the north side of Burke Lake, follow Route 641 south to Route 1. The remainder of the service area to the east encompasses Ft. Belvoir to the Potomac River.

The issue of campus boundaries should continue to be managed in a flexible way following the above guidelines until campus missions are classified and more definite census data becomes available in 1980.

CONTROL OF COURSE DISTRIBUTION BY CAMPUS

At the present time, each campus of the College can offer any course listed in the College catalog. Since the College intends to continue to maintain a high level of educational quality in all of its programs, there may be a need to restrict the offering of some specialized courses to the campus where such courses are a core component of a particular program, usually in the occupational-technical area. Course restrictions may be imposed at some of the campuses because of limited facilities, equipment, or for reasons of program development.

The issue of course distribution can best be dealt with through the existing administrative and committee structure of the College. The Curriculum Committee should be given the responsibility for developing a policy concerning course distribution, procedures for implementing this policy, and procedures for monitoring the effectiveness of both policy and procedures.

Once the initial course distribution list is prepared by the Curriculum Committee with the assistance of division chairmen and approved by Administrative Council, the approved distribution of courses should be maintained through the College's computerized course/schedule management system by the Dean for Instructional Services. The Curriculum Committee would review annually the existing distribution of courses in the course dictionary, which is the basic component of the course/schedule management system.

ESTABLISHMENT AND IMPLEMENTATION OF NEW OR EXPANDED DEGREES AND CERTIFICATES

In the past, the College has experienced a tremendous expansion in its curricular offerings because of the growth from one to five campuses, the advent of the Extended Learning Institute, and the urgency of the newer campuses and ELI to meet their original thrusts. A systematic planning of academic programs within the College will eliminate the potential of creating anomalies in curricular offerings, facilities and personnel.

Also, in the past, some students enrolled in courses in a new or expanded degree program before the program was fully approved by the State Council of Higher Education for Virginia (SCHEV). This situation has caused the College difficulty in not being able to award degrees in these programs even though students completed all course requirements.

The College is now in the process of developing new policies and procedures for approving and implementing all new or expanded programs, and for establishing productivity criteria for the evaluation of these programs. These policies and procedures will meet or exceed the minimum requirements set forth by SCHEV recently in its March 7, 1978 document, *Policies and Procedures for Approval of Academic Programs.*

The College has established a six-year curriculum plan as specified on pages 40-43 of the College's 1978-86 Educational Master Plan. The six-year curriculum plan will be updated every two years (even numbered years) as part of the Long Range Planning Process. Proposals with appropriate justification for all degree programs to be implemented during the next six years will be submitted to SCHEV during the summer of each even numbered year. Similar justifications will be prepared for new certificate programs and expanded degree programs (specializations) and submitted through the appropriate channels for approval six to eight months prior to the fall quarter when each respective program is to be offered for the first time.

Future policies and procedures for establishing new or expanded programs will include the following:

1. The proposed new or expanded program will be listed in the six-year curriculum plan.
2. The College will not place any students in the program until the program is fully approved

by the highest authority delegated the responsibility for approving programs: degree programs — SCHEV, certificate programs — State Board for Community Colleges and specializations — NVCC Board.

3. The College will not place students in a "holding" program classification until the program is fully approved.
4. Prior to the Curriculum Committee approving any program proposal, the division chairman initiating the proposal will request the Office of Institutional Research to complete the Preliminary Program Viability Assessment Form. (See Figure 4-2)
5. Upon a favorable assessment of the proposed program, the division chairman will then circulate the Proposed Campus Location of Program Form. (See Figure 4-3)
6. Once the Proposed Campus Location of Program Form is completed, the Dean for Instructional Services will submit it to the Curriculum Committee for review and approval.
7. On rare occasions, it may be necessary to initiate both forms as described above for a proposed program which is not listed in the current six-year curriculum plan.

The College must continue to develop and operate an educationally and economically sound, vigorous, progressive and coordinated set of academic programs among the five campuses and ELI which meet the needs of the Northern Virginia citizenry. New policies and procedures in this area of concern will provide a rational, systematic framework within which new academic programs can be planned and initiated and existing academic programs expanded, modified or eliminated as changing conditions occur in Planning District Eight.

Figure 4-2

Preliminary Program Viability Assessment Form

Proposed Educational Program: Title _____ Degree Type _____

Anticipated Number of Program-placed Students (Fall):

1st Year	2nd Year	3rd Year	4th Year	5th Year

The section below will be completed by the Office of Institutional Research

Career Fields	Estimated Annual Demand 19___ to 19___ Growth	Replacement	Total	Preferred Minimum Educational Background	Major Metro Area Suppliers	Estimated Annual Supply 19___ to 19___
Summary:						

RECOMMENDATION: _____

_____

Figure 4-3

Proposed Campus Location of Program Form

Each of the eight criteria for campus location of program listed below must be addressed as they pertain to each of the five NVCC campuses. The data for each criterium should be presented on separate pages and this form attached to the completed justification. The completed proposal for campus location of proposal is to be forwarded to the Dean for Instructional Services who will secure the signatures required below and forward the completed proposal to the Curriculum Committee for consideration.

A. Proposed Program _____

B. Proposed by _____

C. Requested campus location _____

D. Recommended Campus Location _____

Signed: _____
Chairman NVCC Curriculum Committee

Date: _____

E. Criteria:

1. Campus Mission: The degree to which the program supports campus mission.

	statement correct & complete	information correct with attached addition #	statement insufficient explanation attached #
Provost Alexandria			
Provost Annandale			
Provost Loudoun			
Provost Manassas			
Provost Woodbridge			

2. Facilities & Equipment:
   a. Location of existing facilities and equipment to support program.
   b. Suitability of site for new construction and/or renovation.

	information correct & complete	information correct with attached addition #	information insufficient explanation attached #
Director Facilities Planning, Development & Services			

3. Faculty:
   a. Location of existing faculty with expertise in curriculum.
   b. Location of faculty to teach support courses.
   c. Availability of new part-time and full-time faculty.

	information correct & complete	information correct with attached addition #	information insufficient explanation attached #
Provost Alexandria			
Provost Annandale			
Provost Loudoun			
Provost Manassas			
Provost Woodbridge			

Figure 4-3 (*continued*)

Proposed Campus Location of Program Form

4. Students:
   a. Location of potential students (center of demand & population projection).
   b. Mobility of students.

	information correct & complete	information correct with attached addition #	information insufficient explanation attached #
Director Planning, Research & Management Services			

5. Community Resources:
   a. Off-Campus facilities to support program
   b. Off-Campus expertise to support the program

	information correct & complete	information correct with attached addition #	information insufficient explanation attached #
Provost Alexandria			
Provost Annandale			
Provost Loudoun			
Provost Manassas			
Provost Woodbridge			

6. Job Market and Economic Factors:
   a. Availability of jobs in the campus service area.
   b. Possibility of co-op arrangements.
   c. Economic projections and jurisdictional policies.

	information correct & complete	information correct with attached addition #	information insufficient explanation attached #
Director Planning, Research & Management Services			

7. Environmental Factors:
   a. Noise
   b. Pollution
   c. Aesthetics

	information correct & complete	information correct with attached addition #	information insufficient explanation attached #
Director, Facilities, Planning, Development & Services			

Figure 4-3 (*continued*)

Proposed Campus Location of Program Form

8. Political Considerations:
   a. State
   b. Local
   c. Campus Support (Provost & Div. Chairman)

	information correct & complete	information correct with attached addition #	information insufficient explanation attached #
Provost Alexandria			
Provost Annandale			
Provost Loudoun			
Provost Manassas			
Provost Woodbridge			

CONCLUSION

The Educational Master Plan for the College is a description of where we have come from, where we are, and where we hope to go. Th document is a first attempt to codify all the differing plans of the College into one document.

The clearest conclusions are *that the College is well-managed and forward-looking; that its educational programs generally align with high opportunity career fields and prepare students to enter careers or transfer to senior institutions successfully; that its faculty and staff are competent and concerned professionals; that educational planning and decision-making have involved all levels of the College personnel; and that the College is successfully serving the residents of Planning District Eight.*

Community colleges tend to feel the forces of change more quickly than other institutions of higher education. While no community college can afford to become static, a basic institutional stability is needed to maintain a quality educational program and to make *planned* change possible. Northern Virginia Community College has the necessary stability to allow these recommendations and issues to be considered without disruption of the basically sound educational programs and services of the College.

The existence of this document and the adoption of an ongoing educational master planning process verify the strength of the College and its willingness to look to the future.

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 25 1979

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JUNIOR COLLEGES